





1994  
\*\*\*DIRECTOR'S BOOK\*\*\*  
**BREAD LOAF SCHOOL OF ENGLISH**

**SEVENTY-FIFTH REUNION**

Announcement Letter-December  
Response Card  
Progress Report Letter-March  
Registration Form  
Semi-complete Guide to Food, Fun, Frivolity...  
Accommodations List  
Tentative Participants List  
Final Plans Letter-May  
Addendum to Response List  
Participants List  
Reunion Schedule  
Special Edition of *The Crumb*  
Message of Greeting from Paul Cubeta  
Speech at Opening Ceremony  
Thank-you Letter to Alumni Panelists  
Thank-you Letter to Staff and Actors

**INTRODUCTION AND BASIC INFORMATION**

Opening Night Address  
Basic Information *Crumb*  
1994 Address List  
1994 Schedule of Classes

**LETTERS TO THE FACULTY**

Independent Reading Project - Students/Professors  
Salary and Tax Information  
Drug Free Workplace  
Cornwall Clinic  
Invitation to Opening Reception  
Letter regarding Grades  
Memo regarding Auditors  
Assistant to the Director Letter  
Memo regarding Meal Plan for Children  
Memo regarding Exams  
Memo regarding Grades on Computer Disks  
Memo regarding Faculty Guests/Academic Regalia

**LETTERS TO THE STUDENTS**

Dear Bread Loaf Student Letter  
Medical Letters and Forms  
Insurance Letter  
Sexual Harrassment Letter  
Drugs, Alcohol & You; HIV  
HIV memo



Student Health Services  
New York *Times* Subscription Order Form  
Linen Service Letter  
Arrival Card  
Dear Bread Loaf Relatives and Friends Letter  
Croutons Letter and Form  
Cover Letter for Waitership Instructions  
Bread Loaf Waiter/Waitress Instructions  
Reminder Note to Waitstaff re Commencement  
Letter to Computer Assistants  
Computer Room Assistant Instructions  
Memo on Packing and Shipping for Computer Room Assistants  
Computer Survey  
Computer Loaner Agreement  
*Semi-Complete Guide to Food, Fun, Frivolity, Frugality, Etc.*  
Gates Foundation flyer  
Letter to First-Year Students  
Statement of Family Education Rights  
Waiver Statement  
Information Memo to First-Year Students  
Theater at Bread Loaf  
Poetry Contest  
Winning Poetry  
1994 Off-Campus Bread Loaf Students  
1994 Evaluation - Bread Loaf Assessment

#### **FELLOWSHIPS AND INSTITUTES**

Gates Foundation Scholarships - Letter and Flyer  
DeWitt Wallace-Reader's Digest Fellowships - Application and poster  
NEH Institute: Acts of Interpretation: Dramatic Literature in Text and Action  
- Letter to inquiries  
- Application form  
- Certification form  
- Letter of Acceptance/Letter for Wait List/Letter for Denial

#### **ENTERTAINMENT**

Summer Calendar 1994  
Drew Lecture  
Theater Programs

#### **STATISTICS**

First-Year Students  
Scholarship/Financial Aid Reports  
Work Aid  
1994 Scholarships for Rural Teachers of English, Gates Scholarships,  
DeWitt Wallace-Reader's Digest Scholarships - First and Second Year  
NEH Institute Fellows  
Named Scholarships  
Awards Night Speech  
General Statistics  
Appendix A - Bread Loaf/Oxford/New Mexico Comparisons  
Faculty Load



Course Enrollment  
Enrollment Figures  
Continuing Education  
Undergraduates  
Degree Candidates  
1994 M. Litt. Students (all campuses)  
Middlebury College Alumni at Bread Loaf - Students and Staff  
Declined to Waive Rights

### **COMMENCEMENT**

Procedures for Commencement  
Commencement Program  
Commencement Address

### **DEVELOPMENT**

Fundraising Letter  
Thank-you letter

### **THE CRUMB**



## **OXFORD**

### **CORRESPONDENCE**

1994 Address List  
Dear Bread Loaf Student Soon to be at Oxford (March)  
Dear Bread Loaf Student at Lincoln College (May)  
Guest House List  
Medical Forms  
HIV Memo to Students, Faculty and Staff  
Sexual Harrassment  
Drugs, Alcohol and You  
Insurance Sheet  
Information Sheet  
Maps of Lincoln College  
Bus Schedules  
Life at Lincoln: Housekeeping Fact Sheet  
Letter to Faculty regarding Grades  
Memo regarding Independent Reading Projects  
Evaluation - Oxford

### **STATISTICS**

First-Year Students  
Scholarship/Financial Aid Report  
Scholarships for Rural Teachers  
Named Scholarships  
General Statistics  
Faculty Load/Course Enrollment  
Student Status  
- Continuing Graduate Education Students  
- Students Taking Two Courses  
- Candidates for the Degree of Master of Arts  
Declined to Waive Rights

### **COMMENCEMENT**

Commencement Program

### **PANICULUM**



**\*\*\*NEW MEXICO\*\*\***

**CORRESPONDENCE**

1994 Address List  
Dear Bread Loaf/Santa Fe Student (May) (also sent to Faculty)  
Health Form  
Accident Insurance  
Shuttle Jack Schedule  
Sexual Harrassment  
HIV Ltr. to Faculty, Staff and Students  
Drugs, Alcohol, and You  
Salary and Tax Information/W-4 Form  
Memo regarding Auditors  
Memo regarding Academic Regalia (See Vermont)  
Letter to Faculty regarding Grades  
Letter to Faculty regarding Independent Reading Projects  
Evaluation - Santa Fe

**STATISTICS**

First-Year Students  
Scholarship/Financial Aid Report  
Work Aid/Named Scholarships  
Grants Scholars  
- Rural Teachers of English  
- DeWitt Wallace-Reader's Digest  
- Gates Fellows  
General Statistics  
Faculty Load/Course Enrollment  
Undergraduates, Continuing Education, Courses, etc./  
1994 Candidates for M.A. Degree  
Declined to Waive Rights

**COMMENCEMENT**

Commencement Program

**BREAD LOAF/SANTA FE NEWS (The Morsel of a Crumb)**



**SEVENTY-FIFTH REUNION**





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753

(802) 388-3711

*Bread Loaf School of English*

15 December 1993

Dear Friends of Bread Loaf:

I am writing, as promised, to tell you more about the all-class reunion for Bread Loaf graduates and faculty, to be held to celebrate the seventy-fifth anniversary of the Bread Loaf School of English in 1994.

This reunion, the first in the history of the School, will be held on the weekend of June 17-19; our first gathering will be at dinner on June 17, and we will break up immediately after lunch on June 19. In between those two meals, we will have a variety of events--some reflections on Bread Loaf by Bread Loaf old hands and new hands, a panel or two on matters that probably concern most Bread Loaf graduates, and some less formal events--a dance, some performances by the Bread Loaf Acting Ensemble, and plenty of chances for people to renew acquaintance with each other and with the Bread Loaf campus. We will have the chance to discuss some of the changes that have taken place at Bread Loaf over the years and to talk about possible directions for Bread Loaf--and for American education in general--in the future.

We are still in the early stages of planning; a detailed agenda will be sent out early in 1994 to those of you who return the enclosed card to us indicating your interest in attending the reunion.

You, of all people, hardly need telling that Bread Loaf is a special place offering a unique experience--and so it's my anticipation that there will be many Bread Loaf graduates wishing to return; indeed this already seems to us probably the major logistical problem that we will encounter. We are therefore making what we hope are the fairest rules to allow as many graduates as possible to come back.

All Bread Loaf M.A. and M.Litt. graduates are invited to return, as are the members of the 1994 Bread Loaf senior class, who will themselves become graduates in August.

We unfortunately cannot invite current Bread Loaf students who will not be seniors--for the self-evident reason that, if they were all to come, there would be no room to house the graduates; those students are not receiving a copy of this letter. Events



celebrating the seventh-fifth year of the School will continue throughout the summer, however, so those students too will certainly be included in our communal merrymaking.

We are also inviting back all Bread Loaf faculty still on our records.

We anticipate that there will be more graduates seeking to return than we have space for on the Bread Loaf campus. We will give housing to people on a first-come, first-served basis; this policy will apply to graduates and faculty equally. You will have the opportunity to secure lodging at Bread Loaf, once we request a fee from you, in the early months of 1994.

The only people who will have any kinds of special privileges will be 1994 seniors and members of the 1994 faculty, who will be given the housing that they will occupy for the entire 1994 summer.

The exact fee for the reunion has not yet been determined. We will need for the combined fees to cover actual costs, but we will make every effort to keep the fee as low as possible. If you indicate interest in receiving more information, the fee will be announced in the next letter you receive from me.

Your children will be welcome at all the events of the reunion. We will not, however, be able to provide housing for children on the Bread Loaf campus.

For those of you who are not among the first to come and the first to be served, and who therefore fail to secure housing on campus, and for those of you with children: we will make every effort to help you find housing nearby. We will work closely with local motels and inns, to help assure that as many people as possible can be housed.

Please fill out and return the enclosed Preliminary Response Card. Even if you cannot know at this date whether you will be able to return to Bread Loaf for the reunion, a "maybe" will help us to establish a ball-park figure for the number of returning graduates and faculty.

All of us at Bread Loaf are very excited at this prospect. We hope that you are, too, and that we will see you, come June.

Best wishes,

*Jim Maddox*

James Maddox  
Director



**Bread Loaf School of English Reunion  
Preliminary Response Card**

Name \_\_\_\_\_ Class \_\_\_\_\_  
LAST FIRST (maiden if applicable)

- ☐ YES — I'll be there for reunion, June 17-19, 1994  
☐ MAYBE — I'm hoping! I'll try...  
☐ NO — Can't make it this time.

Comments:

From:

PLACE

STAMP

HERE

**Bread Loaf School of English  
Sunderland Language Center 220  
Middlebury College  
Middlebury VT 05753-6115**





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753

(802) 388-3711

*Bread Loaf School of English*

14 March 1994

Dear Friend of Bread Loaf:

I am writing to you as one of those who responded either "yes" or "probably" to the invitation to the Bread Loaf School's first all-class reunion. I can now give you a progress report on plans for the happenings over the reunion weekend of June 17-19.

Registration will begin at 3:00 p.m. on Friday, June 17, at the Inn. The first official event of the reunion weekend will be a buffet dinner at 6:00; later that evening, there will be a square dance in the Barn.

Our plan on Saturday is to give people many options. Some of you will no doubt want to attend talks, discussions, panels; others will want to spend some time revisiting old Bread Loaf sites, taking walks, or participating in Bread Loaf sports. One excellent suggestion I've chosen to follow is to offer a number of "classes"--either lectures or discussions led by present and past Bread Loaf faculty members on texts of widespread interest. (It was our reflection that events like this were the reason you came to Bread Loaf in the first place.) We also will have various ways--an exhibit, a discussion--of reflecting on the evolution of Bread Loaf through the years. There will be opportunities for softball and soccer--and for play on what many of you will remember as those tennis courts in the world closest to the state of nature. We hope as well to offer sessions for people interested in joining Bread Loaf's telecommunications network, BreadNet; staff will be available to give lessons and offer assistance in our computer center. On Saturday evening, we will have a banquet; then, the Bread Loaf Acting Ensemble will offer a selection of scenes from recent Bread Loaf productions, in the Burgess Meredith Theater. We hope to end the evening with relaxed gatherings in the Barn--and elsewhere, if space is needed.

We will have more events on Sunday morning and then break up after lunch.

There are a few enclosures with this letter for your information and your registration. One enclosure is the list of graduates, faculty and staff to whom this letter is being mailed; it could be that you will want to car-pool with someone else from your area. If you will be taking a plane or train and then a bus to Middlebury, please let us know if you need to be met at the bus station and the time of the bus's arrival. The Bread Loaf taxi will be available to meet you.

We will do our best to house as many people on the Bread Loaf campus as possible. Most rooms will be double-occupancy for this event; spouses will be accommodated on campus. Single rooms will be granted to those requiring them for medical reasons. If a single room is for some other reason a necessity, we will do our best to honor your preference, but you will probably want to consider rooming at one of the local motels or bed-and-breakfasts. A list has been enclosed for your convenience. If you do indeed opt for off-campus housing, the earlier you make reservations the better. (We know of a couple of other local Middlebury events taking place that weekend.) Couples with children will need to make use of this list as well, since children cannot be accommodated on-campus. Requests for housing will be honored on a first-come, first-served basis as the registration fees are received at the Bread Loaf office.

Bread Loaf's day-care center, Croutons, will be open and available for children for your convenience. There will be a modest fee charged, to help us cover expenses. Please inform us of how many children you're bringing and their ages, so that we can ensure adequate coverage. Exact hours for Croutons have not yet been determined.

Enclosed is a registration form, which, besides registering you, gives you choices as to housing and meals. The registration fee of \$25 per person is the only payment that we require of you at this point; that fee will register you and also entitle you to a reunion t-shirt. (Since it will take some coordinating to get the t-shirts ordered, we ask that you return the registration form and fee by April 8. We can't guarantee you this future museum-piece if your registration form arrives after that date.)

Housing on-campus will cost \$25 per person per night. Please indicate on the registration form the number of nights you wish to stay and your choice of meals; we will then send a bill to you, payable before you arrive.

I am still enlisting people to be a part of the reunion's activities; everywhere I turn, there is general excitement about the reunion. If you have any questions, call Elaine Hall or Marilyn DeLaney at the Bread Loaf office. We're getting pretty excited too.

Our next mailing, in May, will give you detailed information about all of the activities I've mentioned above.

Once again, I look forward to seeing you in June.

Best wishes,

A handwritten signature in dark ink, appearing to read "Jim", written over the printed name.

James Maddox  
Director

JM/elh



Bread Loaf School of English 75th Reunion  
Registration Form

Name:

Names of accompanying spouse or partner:

Names of accompanying children and ages:

T-SHIRTS : T-shirts will be given to each adult registering; sorry: adult sizes only; please circle one for each person.

S      M      L      XL      XXL

ON-CAMPUS HOUSING (charge will be \$25 per night per person; circle each night desired; omit if you will be staying off-campus):

Friday night

Saturday night

MEALS: Please indicate preferences:

Vegetarian Entrees (Adult)

Meat Entrees (Adult)

Vegetarian Entrees (Children)

Meat Entrees (Children)

Please indicate how many adults and children will be eating for each meal desired. Children under the age of 11 will be one-half the listed price.

Friday Supper \$9.00	# of adults	# of children
Saturday Breakfast \$5.50	# of adults	# of children
Saturday Lunch \$7.00	# of adults	# of children
Saturday Banquet \$15.00	# of adults	# of children
Sunday Breakfast \$5.50	# of adults	# of children
Sunday Lunch \$7.25	# of adults	# of children

Please indicate the number and ages of children who will need day-care services.

Please return a \$25 registration fee for each adult attending with this form by **April 8th.**

## A SEMI-COMPLETE GUIDE TO FOOD, FUN, FRIVOLITY, FRUGALITY, ETC. IN MIDDLEBURY AND SURROUNDING AREAS

We hope that this little publication will be helpful to new and returning Bread Loaf students and their families. The listing is certainly not comprehensive, but perhaps will serve as a jumping-off point.

Happy exploring from the Bread Loaf Office,

*Elaine Hall  
Marilyn DeLaney*

### FOOD

**A & W** - Drive-up outdoor service from the 50's. Try a cold root beer float in a frosted mug.

**Angela's** - Good Italian food (emphasis on pasta) at reasonable prices. (College Street, Middlebury) 388-0002

**Amigos Mexican Restaurant** - Mild, hot, or incendiary. (4 Merchants Row, Middlebury) 388-3624

**Blueberry Hill Inn** - Elegant, secluded dining. Reservations required. Fixed menu. (Ripton/Goshen Road, Goshen) 247-6535

**Burlington Bagel Bakery** - Open 7 days a week, serving bagels, sandwiches, salads and beverages. (17 Court St., Middlebury, behind World-Wide Travel and Hair Network) 388-0564

**Calvi's** - Soup and sandwich specials, wonderful homemade ice cream treats. Stop by when exploring Middlebury's shops. (Main Street, Middlebury)

**Champlain Farms** - Excellent subs, small delicatessen and grocery store. (25 Court St., Middlebury) 388-2122

**Cubbers Restaurant** - Spaghetti, subs, pizza. (Main Street, Bristol) 453-2400

**Dog Team Tavern** - Lots of down-home style food at reasonable prices. Wonderful sticky buns with all meals. (Dog Team Road, 3 miles north of Middlebury) 388-7651

**Fire and Ice** - Fantastic "all you can eat" shrimp, salad and bread bar, children's menu. (26 Seymour Street, Middlebury) 388-7166

**Green Peppers** - Italian restaurant specializing in pizza, calzones, hot subs, etc. (Grand Union Plaza) 388-3164

**Lee Zachary's Pizza** - Good subs, pizza, pasta and calzones - located in the Marble Works Complex, Middlebury 388-0008

**Lyon's Place** - Small shop specializing in subs, Ben and Jerry's ice cream and creamies. They are also a small grocery store which sells most major East Coast newspapers. A word to the wise - order a small creamie unless you want to be eating it the rest of the day. (6 College Street, Middlebury)



**Main Street Diner**- Good home cooking at reasonable prices. (Main St., Bristol) 453-2299

**Mary's Restaurant** - *Yankee* Magazine's "Favorite Restaurant in All of Vermont." A very special dining experience. Country atmosphere - like eating in a greenhouse. Wickedly delicious Sunday brunch. (11 Main Street, Bristol) 453-2432

**McDonald's** - Sure to squelch your mid-summer Big Mac Attack. (Route 7 South, Middlebury)

**Middlebury Bagel and Delicatessen (a.k.a. Bakery Lane Doughnut Shop)**- One-stop shopping for delicious doughnuts, unusual filled bagels and sandwiches to rave about. Check out the salads, too. (Across the street from the Grand Union, Middlebury) 388-0859

**Middlebury Inn** - Pleasant dining. Delightful and relaxed Sunday buffet brunch. (On the Green, Middlebury) 388-4961

**Mill Street News and Brews** - This shop features teas, coffees, etc., along with pastries, in a peaceful setting. (Frog Hollow Mill on the banks of Otter Creek) 388-7424

**Mister Ups** - Ask for a table on the deck overlooking the Otter Creek. We recommend the Club Midd, nachos and fajitas. (Bakery Lane, Middlebury) 388-6724

**Noonies** - Huge, thick sandwiches served on homemade bread. Baked goods. (Marble Works Complex, Middlebury) 388-0014

**Otter Creek Bakery** - Great muffins, breads, and specialty desserts. (Corner of Main and College Streets, Middlebury)

**Panda House** - Great Chinese cuisine. Reasonable luncheons. (Marble Works Complex, Middlebury) 388-3101 or 6786

**Pizza Cellar** - Great pizza and Italian fare, all tucked under the Baptist Church on Merchants Row in Middlebury. 388-6774

**Rosie's** - Good local color restaurant/diner. Inexpensive breakfast/brunch. (Route 7 South, Middlebury) 388-7052

**Steve's Park Diner** - Old fashioned breakfasts. Small-town diner setting. (Merchants Row, Middlebury)

**Swift House Inn** - elegant dining. Thursday through Monday 5:30-9:30. Reservations please. (North Pleasant Street (Rt. 7), Middlebury) 388-9925

**Vermont Country Kitchen** - Pleasant gourmet sandwich shop. Also a store to meet all your gourmet cooking needs. (Park Street, Middlebury)

**Waybury Inn** - More elegant dining. Fine Sunday brunch. New England Inn atmosphere (featured on The Bob Newhart Show). Reservations recommended. (Route 125, East Middlebury) 388-4015

**Woody's** - Nice atmosphere. Ask for seating on the deck overlooking the Otter Creek. Try the spring rolls and Amaretto cheese cake. (5 Bakery Lane, Middlebury) 388-4182

**Zachary's Pizza House, Inc.** - Fantastic pizza, calzones and hot subs. (now sharing quarters with Bakery Lane Bakery, across from the Middlebury Grand Union on Washington St.) 388-3164

## BICYCLE RENTALS

### **Bike and Ski Touring Center**

74 Main Street, Middlebury VT 05753 (802) 388-6666

### **Bicycle Holidays**

Munger Street, Middlebury VT 05753 (802) 388-2453

## BOOK SHOPS

**The Alley Beat** - Alternative books and music, new and used. (Frog Hollow, Middlebury)  
388-2743

**Otter Creek Old and Rare Books** - 20 Main Street, Middlebury 388-3241

**The Vermont Book Shop** - Old time flavor book shop complete with creaky wooden floors.  
Records, tapes and CD's - expansive jazz collection. (38 Main Street, Middlebury) 388-2061

## SPECIAL EVENTS

**Festival on the Green** - Early July. Details will be posted at Bread Loaf when they become available.

**Addison County Field Days** - New Haven. A Vermont Country Fair held in early August.  
Dates will be posted at Bread Loaf.

**Champlain Valley Folk Arts Festival** - Button Bay State Park, near Basin Harbor. Beginning of August. Dates will be posted at Bread Loaf.

## MOVIE THEATERS

**Burlington Theaters** - Lots of first-run movies. Check the *Burlington Free Press*

**Dana Auditorium and Twilight 101 Theater** - Foreign films listed in "This Week at Middlebury" (Middlebury College, Sunderland Building and Twilight Hall)

**Ilsley Library Kid Series** - Check the *Addison Independent* or the *Valley Voice*.

**Marquis Theater** - Main Street, Middlebury 388-4841

## FRIVOLITY

**Antique Shops** - Dotted across the Vermont countryside. Fun to explore.

**Ben and Jerry's Factory Store** - Ice Cream factory. Tours every hour. "Udderly" incredible gift shop. (Route 100, Waterbury)

**Burlington, Vermont** - Population 40,000. Largest city in the state. Home of the University of Vermont. Explore the Church Street walking mall, have a picnic on the shores of Lake Champlain.



**Contra Dancing** - Second and fourth Fridays. Check the *Valley Voice* for times and locations.

**Frog Hollow Craft Center** - All Vermont crafts. Exhibits, demonstrations, classes. (Frog Hollow, Middlebury) 388-3177

**Kidspace** - A must for the children and the young-at-heart. Giant wooden structure with swings, slides, catwalks, etc. (Mary Hogan School, Court Street, Middlebury)

**Ilsley Library** - Fine community library. Excellent children's collection. There is no charge for Bread Loaf students and families. (Main Street, Middlebury) 388-4095

**Marble Works Complex** - Several small shops and restaurants down behind Main Street. (Middlebury)

**Middlebury Recreation Department** - Swimming pool, tennis courts, fitness trail. Summer classes (ballet, tennis, swimming, etc.) Court Street, Middlebury 388-4041. Register for courses at the Municipal Building 8:30-5:00 M-F.

**Rutland, Vermont** - Population 20,000. Second largest city in the state. Look for the dog statue sculpted by Mia Farrow's brother.

**Woodware/HarvestHills/Busy Acres** - Wood products, dried flower shop, unique foods. Great gift ideas. (Route 7 South, Middlebury)

## MUSEUMS

**Basin Harbor Maritime Museum** - Dedicated to the preservation and exploration of Lake Champlain heritage. (Basin Harbor) 475-2317

**Vermont Folklife Center** - Wonderful displays of Vermont folklife and art. Gamaliel Painter House (Court Street, Middlebury) 388-4964 Weekdays 9-5; Sat. 12-4. Ask to view the videos.

**Shelburne Museum** - Fantastic replica of early American community. Covers many acres. Plan to spend the whole day. Expensive at \$14.00 adult, \$6.00 child, but well worth it. (Route 7 North, Shelburne - 40 minutes north of Middlebury) 9-5 every day, 985-3344

**Sheldon Museum** - Local history. Henry Sheldon House as it was in the mid-1800's. Fine early Middlebury portraits, furniture, clocks and carpenter's workshop. Gift shop. (Park Street, Middlebury) Mon. - Sat. 10-5, Admission \$2.50 adult, .50 child. Groups \$2.00 per person. 388-2117

## SERVICES

### Banks

Bank of Vermont (1 Creek Road, Middlebury) 388-4031

Chittenden Bank (Court Street, Middlebury) 388-6316

Lobby Hours - Mon. - Thurs. 9-3, Fri. 9-6

Drive-Up - Mon. - Thurs 8-5, Fri. 8-6

National Bank of Middlebury (Main Street, Middlebury) 388-4982  
Lobby Hours - Mon. - Thurs. 9-3, Fri. 9-6  
Drive-Up - Mon. - Thurs. 9-4, Fri. 9-6 (Located next to Fire Station on Seymour Street)

Proctor Bank (7 Merchants Row, Middlebury) 388-6329

Vermont Federal Bank (Rt. 7 South, Middlebury) 388-6791

### **Inns and Motels**

Blueberry Hill Inn (Ripton/Goshen Road, Goshen) 247-6535  
Blue Spruce Motel (Rt. 7, South, Middlebury) 388-4091  
By-the-Way Bed and Breakfast (Route 125, East Middlebury) 388-6291  
Greystone Motel (Route 7 South, Middlebury) 388-4935  
Horn Farnsworth House (Route 7 North, Middlebury) 388-2300  
Maple Manor Motel (Route 7 South, Middlebury) 388-3166  
Middlebury Inn (Route 7 on the Green, Middlebury) 388-4961  
New Haven Motor Inn (Route 7 North, New Haven) 877-2956  
October Pumpkin Bed and Breakfast (Route 125, East Middlebury) 388-9525  
Otis Bed and Breakfast (Foote St., Middlebury) 388-7134  
Sugar House Motor Inn (Route 7 North, Middlebury) 388-2770  
The Annex (Route 125, East Middlebury) 388-3233  
Waybury Inn (Route 125, East Middlebury) 388-4015

### **Grocery Stores**

A&P, Middlebury Plaza (Route 7 South) - open 24 hours  
Grand Union (Washington Street Plaza) - open 24 hours  
Greg's Meat Market (Seymour Street)  
Middlebury Natural Food Co-Op (Washington Street)

### **Video Rentals**

New England Video - 22 Court Street, Middlebury - 388-7184  
Video King - Open 7 days a week - Grand Union Plaza, Middlebury - 388-2036

### **Hair Cuts**

Brett's Making Waves (2 Maple Street) 388-7849  
Bud's Barber Style Shop (Merchants Row) 388-6887  
Carousel Cuts (Washington Street) 388-9668  
Heads Up Hairstyling (34 North Pleasant Street) 388-7815  
Joe's Barbershop (Grand Union Plaza) 388-2741  
Lady Fair (34 Main Street) 388-2557  
Le Salon de Vie (Court Street) 388-6113  
O'Brien's Beauty Salon (57 Main Street) 388-2350  
Pauline's Hair Fashions (388-6636)  
Undercuts, Inc (86 Main Street) 388-2027

### **Copy Services**

Main Street Stationery  
Middlebury Print and Copy (9 College Street, Middlebury)  
Middlebury College Library

### **Dry Cleaning/Laundromats**

Desabrais Laundry (Village Court, Court Street, Middlebury)  
Mountain Fresh (Grand Union Plaza, Middlebury)

### **Post Offices**

East Middlebury - Route 125 - Mon. - Fri. 7:30-12:30, 2:30-5:30, Sat. 8:30-11:30  
Middlebury - Main Street - Mon. - Fri. 8-5, Sat. 9:30-12:30  
Ripton - Route 125 - Mon. - Fri. 7:30-11:00, 2:30-5, Sat. 7:30-11:00

### **Therapeutic Massage**

Pat Schmitter - Swedish/Esalen Massage (Le Salon de Vie, 42 Court Street) 388-6113

Jo Anne Davies (New Mexico licensed and nationally certified)- Integrative Massage, Energy Field and Chakra work, and Jin Shin Do Acupressure. (202 Battell Bldg., Merchants Row) 388-0254  
(See listing below.)

Margaret Hutchinson-Betts, M.A., - Integrative Bodywork and Psychotherapy - Professional counselor, working in association with Jo Anne Davies. (See listing above.) (202 Battell Bldg., Merchants Row) 388-0254

### **FRUGALITY**

Ben Franklin 5&10 (Main Street)  
Bass Shoe Factory Outlet (Burlington and Rutland)  
Danform Shoe Factory Outlet (Burlington)  
Dexter Shoe Factory Outlet (Burlington and Rutland)  
Timberland Shoe Factory Outlet (Burlington and Rutland)  
Cheese Factory Outlet (Pine Street, Burlington)  
Peg's Thrift Shop (Merchants Row)  
Neat Repeats Thrift Shop (Bakery Lane)  
Round Robin Thrift Shop (Park Street)  
Woody Jackson's "Holy Cow" Shop - check out the seconds area for T-shirts. (Seymour Street)



## OFF-CAMPUS ACCOMMODATIONS

### BREAD LOAF 75TH REUNION

#### **Inns and Motels**

Area Code: (802)

Blueberry Hill Inn - Goshen Road - Ripton	247-6535
Blue Spruce Motel - Route 7 South - Middlebury	388-4091
Chipman Inn - Route 125 - Ripton	388-2390
Greystone Motel - Route 7 South - Middlebury	388-4935
Maple Manor Motel - Route 7 South - Middlebury	388-3166
Middlebury Inn - Route 7 on the Green - Middlebury	388-4961
Sugar House Motor Inn - Route 7 North - Middlebury	388-2770
Swift House - Route 7 North - Middlebury	388-9925
Vergennes Motor Inn - Route 7 North - New Haven	388-2956
Waybury Inn - Route 125 - East Middlebury	388-4015

#### **Bed and Breakfasts**

The Annex - Route 125 - East Middlebury	388-3233
Brookside Meadows Bed and Breakfast - Painter Road - Middlebury	388-6429 <u>or</u> 800-442-9887
By-the-Way Bed and Breakfast - Route 125 - East Middlebury	388-6291
Fairhill Bed and Breakfast - East Munger St. - Middlebury	388-3044
Horn Farnsworth House - Route 7 North - Middlebury	388-2300
Kincraft Inn Bed and Breakfast - Route 100 - Hancock	767-3734
Middlebury Bed and Breakfast - Washington St. Ext. - Middlebury	388-4851
October Pumpkin Bed and Breakfast - Route 125 - East Middlebury	388-9525
Robert Frost Mountain Bed and Breakfast - North Branch Rd. - Ripton	388-6042

**Please contact the Addison County Chamber of Commerce at 388-7951 if additional listings are needed.**

#### **Camping Facilities**

Branbury State Park - Lake Dunmore	247-5925
Elephant Mountain Camping Area - Route 116 - Bristol	453-3123
Lake Dunmore Kampersville - Lake Dunmore	352-4501
Mountain Trails Camping Area - Rochester	767-3352
Rivers Bend Camp Site - Route 7 North - New Haven	388-9092



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753

(802) 388-3711

*Bread Loaf School of English*

24 May 1994

Dear Friends of Bread Loaf:

I am writing with final plans for the Bread Loaf reunion. Response has been gratifying. We will have a full house and a wonderful time.

Registration at the Bread Loaf Inn will take place between 2:00 and 5:30 on Friday, June 17. At that time, you will need to pay the registration fee (if you've not paid it already) as well as fees for rooms and meals. You may pay by either cash or check; I'm sorry, but we will not be able to accept credit cards. (Thus does Bread Loaf rusticity live on.)

There will be a buffet dinner Friday evening, followed by a brief welcoming ceremony in the theater (which is now named the Burgess Meredith Theater). There will then be a square dance in the Barn--and there will also be ample opportunity for you to sit and talk with Bread Loaf friends at various places around campus.

On Saturday, the central events of the day will be a number of "classes" led by Bread Loaf professors. Larry Danson will lead a class on **Othello**; Stephen Donadio on **A Farewell to Arms**; Kim Benston on **The Autobiography of Malcolm X**; John Elder on **Walden**; Michael Cadden on **Angels in America**; Bob Pack on Frost's poetry; Alan MacVey on **As You Like It**, which he will be directing at Bread Loaf later in the summer; Robert Stepto on a pairing of modern American poems, to be announced; Lucy Maddox on **Ceremony**; Jacqueline Jones Royster will lead a class on **Beloved**; for the purposes of that class, she will concentrate on the first chapter of the novel. Andrea Lunsford will lead a discussion of writing and self-definition; Dixie Goswami will lead a workshop entitled "Bread Loaf Revisited: Notes and Stories." Carol MacVey and members of the Acting Ensemble will offer a demonstration of the use of acting in teaching. There will probably be a couple more of these "classes" offered; plans are still in process.

Dick Brodhead, now Dean of Yale College, will also speak on Saturday.

On Saturday and Sunday, we will have panels whose major participants will be Bread Loaf graduates, discussing Bread Loaf's history, Bread Loaf and publishing, and Bread Loaf's outreach projects.

Saturday evening, we will have a banquet, followed by a presentation of Chekhov one-act plays by the Bread Loaf Acting Ensemble in the Burgess Meredith Theater. The evening will end with a social gathering in the Barn, with Mark Wright playing the piano. You may listen attentively or catch up on news from old friends.

If you wish to take a break from the discussions of texts and issues, Caroline Eisner, who directs the computer center at Bread Loaf, will be offering workshops on access to BreadNet, Bread Loaf's telecommunications network. If you and/or your classroom have access to computers and modems, I urge you to consider joining BreadNet, which many teachers have found invaluable as a means of linking their classrooms with other classrooms nationwide.

We also invite you to bring your own writing--poetry or prose--for a series of Blue Parlor Readings. Susan Fine, who arranged the Blue Parlor Readings at Bread Loaf last summer, has generously offered to arrange the reunion readings as well. Time-limits for the readings will depend upon the number of readers who come forward. If you wish to read, please call Susan at 617-782-3538.

Hugh Coyle, the current editor of **The Crumb**, will be editing a special reunion edition of that august newspaper.

We hope to have an exhibit mounted in Davison Library, on the history of the Bread Loaf School.

Once again, all of us at Bread Loaf look forward to welcoming you next month. I think it will be a very memorable seventy-fifth anniversary.

Best wishes,

*Jim Maddox*  
Jim Maddox

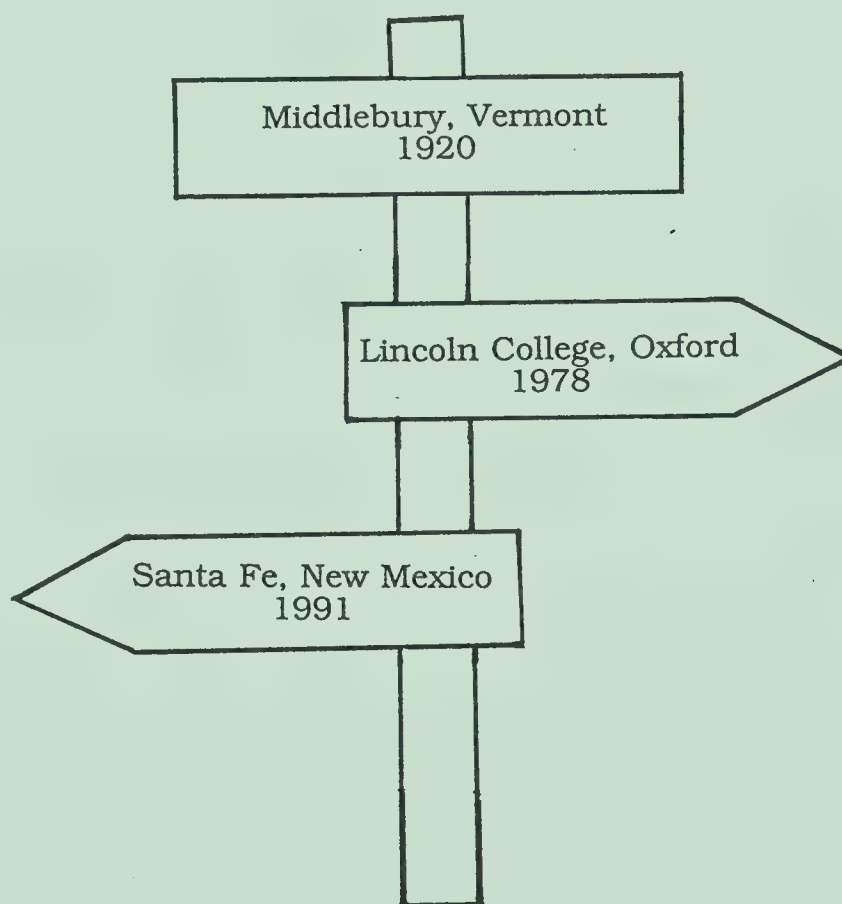
JM/elh



# Bread Loaf School of English

75th Reunion

June 17-19, 1994



BREAD LOAF SCHOOL OF ENGLISH  
SEVENTY-FIFTH ANNIVERSARY REUNION

JUNE 17-19, 1994

PLEASE NOTE:

Croutons, Bread Loaf's day-care center, will be open for the children of reunion participants, 7:15-8:45 on Friday evening, 8:30-11:45 a.m. and 1:00-5:45 p.m. on Saturday, and 8:30-11:45 a.m. on Sunday. There will be a nominal charge for day-care services.

Softball, croquet, and soccer equipment will be available on Saturday afternoon and Sunday morning.

The Sunday morning panel, "Bread Loaf Remembered: II," will be open to all who would like to speak about the Bread Loaf they attended. You are encouraged to sign up and speak--or chat--at this panel. There is a sign-up sheet for this panel at the Front Desk.

SCHEDULE OF EVENTS

FRIDAY, JUNE 17:

2:30-5:00: Registration, Bread Loaf Inn

6:00: Dinner, Bread Loaf Inn

7:30: Welcoming remarks: Jim Maddox and President John McCardell:  
Burgess Meredith Theater

9:00: Square Dance in the Barn

(During the square dance, there will be soft drinks available in the Barn; there will be soft drinks and a cash bar in Treman Cottage.)

SATURDAY, JUNE 18:

7:30-8:30: Breakfast

8:45: John Elder: class on **Walden**: Barn 1  
Dixie Goswami: "Bread Loaf Revisited: Notes and Stories":  
Davison Library

9:45: John Fleming: class on "General Prologue" to **The Canterbury Tales**: Barn 1  
Alan MacVey: class on **As You Like It**: Davison Library  
Caroline Eisner: Introduction to BreadNet: Computer Center  
(basement of Davison Library)



10:45: Panel: "Bread Loaf Remembered: I" (Ella-Richey Wells, Robert Bourdette, Betty Bailey, Trish Travis): Burgess Meredith Theater

12:00: Lunch

1:15: Larry Danson: class on **Othello**: Barn 1  
Andrea Lunsford: "Writing and Self-Definition": Davison Library  
Caroline Eisner: Introduction to BreadNet: Computer Center (basement of Davison Library)

2:15: Jacqueline Jones Royster: class on **Beloved** (Chapter 1): Barn 1  
Michael Cadden: class on **Angels in America**: Davison Library  
Blue Parlor Reading: need we say where?

3:15: Lucy Maddox: class on **Ceremony**: Barn 1  
Members of the Bread Loaf Acting Ensemble: workshop on acting and pedagogy: Davison Library--through 4:45  
Blue Parlor Reading (continued)

4:15: Stephen Donadio: class on **A Farewell to Arms**: Barn 1  
Members of the Bread Loaf Acting Ensemble: workshop on acting and pedagogy (continued): Davison Library--through 4:45  
Caroline Eisner: Introduction to BreadNet: Computer Center (basement of Davison Library)

6:00: Reunion Banquet

7:30: The Bread Loaf Acting Ensemble presents a series of Chekhov one-acts (Burgess Meredith Theater)

9:00: An evening with Mark Wright and his piano: The Barn  
(There will be soft drinks and a cash bar, both in the Barn and at Treman Cottage.)

SUNDAY, JUNE 19:

7:30-8:30: Breakfast

9:15: Panel: "Bread Loaf Remembered: II" (open to any and all participants who would like to share memories of/anecdotes about Bread Loaf; sign up at the front Desk): Burgess Meredith Theater

10:30: Panel: "Bread Loaf away from Bread Loaf: Outreach Projects" (Lou Bernieri, Dixie Goswami, and Caroline Eisner): Burgess Meredith Theater

12:00: Lunch

# The Crumb

June 17-19, 1994

SPECIAL  
REUNION  
EDITION

Bread Loaf School of English

Volume 75, Number 1

*'That is my home of love: if I have rang'd,  
Like him that travels, I return again.'  
- Shakespeare, Sonnet 109*

## Crumb Editor Channels Back In Time!

In preparation for this special edition of the *Crumb*, Our Very Own Editor spent months in a sweat lodge atop Battell Mountain in continuous communion with the spirits of editors past. The result, which you now hold in your hands, was transcribed from the many hieratical hieroglyphics etched into the walls of his private room at the state rehabilitation facility. The publishers, as well as the Chief Officers of the Gilmore Coffee Club and Nature Society, disclaim all responsibility for the *Crumb* that follows.

## Wright Writes Right

This *poeme petit* is resurrected (perhaps prematurely) from the July 13, 1922 edition of the *Crumb*, where it was printed *sans nom de plume*. The immortal sentiments will be rendered in perfect harmonies tomorrow evening by the multi-faceted, megatalented Mark Wright, pianist *extraordinaire*, in the Barn. Showtime's nine.

"They call us loafers!

Think of that!

With all there is to do;

But then! I think I rather like

The lazy word;

Don't you!"

## Find Peace, Hear Angels, See Chekhov

You'll want to be able to check this out on your list of things to do tomorrow: the presentation of a series of Chekhov one-acts performed by members of the Bread Loaf Acting Ensemble in the Burgess Meredith Theater. The curtain rises at 7:30 to reveal a sky sparkling with diamonds...

## You Must Remember This...

What was that first kiss at Bread Loaf like? Well, before you reveal that it was "just a kiss," remember this: sign up for a spot on the Son of "Bread Loaf Remembered" panel at the Front Desk before Sunday morning. The event itself takes place in the Burgess Meredith Theater at 9:15 a.m.

## How Now, Bough and Thou?

"A Book of Verses underneath the Bough,  
A Jug of Wine, A Loaf of Bread — and Thou  
Beside me singing in the Wilderness —  
Oh, Wilderness were Paradise enow!"

-- Edward Fitzgerald from *The Rubáiyát of Omar Khayyám*

## Suppress Neither Ideas Nor Practice

But, prithee, suppress thy desires! There shall be no unabashed flaunting of quelled cravings during the official portion of the Reunion program. Those who came equipped with costumes, however, are encouraged to partake in a covert cotillion on the West Lawn soon after sunset on Saturday. How covert, you ask? As the gentle wind does move — silently, invisibly. All further inquiries should be addressed to Mrs. Ernestine Freud c/o the *Crumb*.

## A Motion and a Spirit That Bowls Through All Things

Donations are now being accepted for a capital campaign to rebuild the Bread Loaf Bowling Alley, which was destroyed in the great fire of 1931. According to Director Maddox, this will permit the School to offer a new M.B.A. program (Master of Bowling Arts) in addition to the M.A. and M. Litt. "Certainly," Maddox said, "One instantly recalls Edward Taylor's lines from the Seventeenth Century: 'Who spread its canopy? Or curtains spun?/Who in this bowling alley bowled the sun?'" The lanes will be situated next to the proposed rebuilt music rooms and behind the soon-to-be-bequeathed Hall of *Crumbs*.

## Exit Pursued by a Bear

The Ancient and Honorable Order of Bear-Molesters, established in 1964 by Mrs. Cook and Mrs. Anderson, will hold its annual gathering in the woods behind Tamarack shortly after midnight tonight. Attendees are reminded to bring pointed sticks, sharp stones, and firecrackers. Owing to last summer's mishap, ocarinas are no longer being endorsed as an adequate molestation device.

## Weather Watchwords

"O! who can hold a fire in his hand  
By thinking on the frosty Caucasus?  
Or cloy the hungry edge of appetite  
By bare imagination of a feast?  
Or wallow naked in December snow  
By thinking on fantastic summer's heat?  
O, no! The apprehension of the good  
Gives but the greater feeling to the worse."

In other words, folks, the heat wave continues, at least on through Sunday. May your and King Richard's pre-summer night's dreams be of cool, dry places.



## Ode to Benjamin Beare

Oh where, oh where is Benjamin Beare,  
Laid to rest at the young age of eight?  
And what of Marcel, or Harry the Hare?  
Very little is known of their fate.

They left the *Crumb* back in '55  
With a note made of some headwear Craz-e,  
They're with us now (oh, yes - they're alive!)  
To enlighten us on those last days.

'Twas late one night by ol' Brandy Brook,  
Benjie heard something howl at the moon.  
We've since found out 'twas only Doc Cook,  
But he thought 'twas a rabid raccoon.

Now certain students, walking at night,  
Came to rescue the Bear from his foe.  
Though only Doc, it caused such a fright  
That our Benjie decided to go.

He packed his bags and left the next day  
on a journey to New Mexico.  
With stops here and there along the way,  
His progress was un-bear-ably slow.

Then reports came back in '91 —  
Benjie Bear had been in Santa Fe  
Reading some books and having some fun;  
He's been living down there to this day.

So, dear readers, the story is told,  
And we're much wiser now for our years,  
How, more than *Crumbs* that were written of old,  
To the truth this *Crumb* fully adheres.

## Nothing That Was Worthy in the Past Departs

For those somewhat confused by certain of the current *Crumb* references, might we suggest a copy of *Bread Loaf School of English: The First Fifty Years* by George K. Anderson (for sale at the College book store). The *Crumb* Editor acknowledges the invaluable assistance of Mr. Anderson in preparing this reunion edition.

## In Sports: Something There Is That Doesn't Love a Ball

Though the softball tradition met its demise here on the Mountain last summer, a ball-capped crew of resurgent reunionites has delivered this cryptic appeal to Director Maddox: "If you build it, he will come." Though Maddox claims to be unsure as to who "he" is, sources close to the Director have theorized that it might be someone who wished "to get away from earth awhile and then come back to it and begin over."



## A Message of Greeting From Paul Cubeta

I wish I were with you this weekend to celebrate and to reunite. But I would also like us to remember our losses while I was Director: classmates who shared our summers and faculty who helped to make this School pre-eminent in American education--Jimmy Britton, Bart Giamatti, George Anderson, Wylie Sypher, Bill Arrowsmith, Dan Seltzer, Michael Cooke and Larry Holland. We can be grateful to Jim Maddox for his firm maintenance of the heritage of the Bread Loaf community.

As Jim reminded me, the purpose of all college reunions is to count our blessings that we were here then and spared now. Bread Loaf is perhaps the only place in American education where one man has always been able to make a difference, for better or worse. Here there are no committees, no student government, no faculty meetings, no cumbersome bureaucracy. Responsibility here is easy to locate.

\* \* \* \* \*

August 1964, when I first made my move on the School, became an anxious and ominous time for Bread Loaf. The Assistant Director of the Writers' Conference had just been appointed the School's Director. The contaminating spirits of debauchery at the Conference were legendary--even Robert Frost had been seen holding a drink in his hand. But, worse, the Conference's commitment to writing, rather than to literature, made all there suspect. Coincidental with the news of the appointment, all but four of the School's faculty resigned.

The administrative transition was, nonetheless, smartly expedited in half an hour. The Bread Loaf records were pulled out from under the Director's bed, where they had been stored for safe keeping. There was no Bread Loaf office, no Bread Loaf Secretary or any one else. I was given four items: first, a record card for each student (1920-64) with his or her address at the time of enrollment and the academic record which listed year, course number, and grade, either A or B. These were maintained as the sole source for writing letters of recommendation. Second, an open box containing the transcripts of all applicants never accepted. (I have often wondered what became of those damning documents.) Then, I was handed a check for \$200 made out to Bread Loaf by two auditors that summer. My predecessor was perplexed as to what to do with it because their bills had been paid. And, finally, the 1964 bulletin.



It was an extraordinary publication. The pictures portrayed compelling images of dedication. In one, four men played croquet on the West Lawn. In another, two men sat on a bench talking to each other; beside them on another were two women engaged in the same activity. There was a shot of Cleanth Brooks "discussing poetry in class," as about 75 students, no one looking at him, bent over their books as they sat on those infamously hard and noisy seats in the Little Theatre. The obligatory picture of the faculty of ten who taught eighteen courses to 211 students--a ration of 21:1--posed proudly in coat and tie--except, of course, for the one woman. The course descriptions were riveting: study appeared ten times as noun or verb; close reading, five; tradition, four; development, four; and meaning, three. There was no mention of theory, discourse, empowered, margins, culture, gender, or self, let alone, sexual, race, subversive, contaminating or even male privilege and female body. The implications of this language tantalizingly await the arrival of this summer's class.

The 1964 summer's fee seemed a reasonable \$425 since it included board and room. In an effort to prevent the School from turning a profit, the faculty were offered \$600 a course.

Bread Loaf was an easy place to administer then. The scholarship budget was set at \$500, carefully apportioned among three students. The endowment fund contained that newly acquired \$200. Bread Loaf had never requested or received any funding or any grant and only one bequest of 200 books. There was no infamous "Tin Cup letter."

A tour of the campus was taken at once to inspect what the Bulletin called "the modern improvement that enhanced the charm and convenience of the original Inn." These included plumbing, claw-footed tubs, and several showers but only in the Inn and Annex. There was a convenient pay phone in the Inn; incoming calls on the School's one line were taken at the Front Desk, after a wait while the Assistant on duty raced up Route 125 to the dorm, or stood and bellowed at the foot of the Inn stairs. Messages for Gilmore were left in a mail box, so Gilmore was no more out of it than ever. The electrical system, installed in 1880, had been repaired after a near-devastating electrical fire in 1931 and never blew a fuse until the lights were turned on. It was reassuring to see that the original 19th-century lead pipes had strangely stood the test of time. The Mountain enterprise was lean, spare and efficient. Hence, mattresses discarded from the undergrad dorms on the main campus were appropriately recycled for our grad students and placed on the original sagging Battell springs. There was no Ross Hall, Burdick, Schoolhouse,



Myhre's Cabin, Barn East, Barn Under, Infirmary, Apple Cellar or Treman Lounge. Frothingham, Gilmore and Brandybrook were rented.

The Barn classrooms consisted of the two first floor rooms. (Upstairs was the kitchen crew and groundsman's loft.) The main classroom was the Little Theatre, the present design shop and make-up room. These were separated from the theatre--there were no bleachers--by folding doors which had buckled so badly that enterprising students could take one course for credit and audit another simultaneously.

I was privileged to inherit a theatre program that had already celebrated its fortieth anniversary, with 17 summers under Erie Volkert's tireless direction: two one-acts in mid-July and a major production in early August. But appreciation was also due his loyal staff of production manager and part-time assistant. A new curtain adorned the proscenium stage. And is any one now alive who risked all on Able Board? Erie worked miracles with his equipment and production budget, in 1964 raised to \$400. How lucky Bread Loaf was that faculty wives met each afternoon to sew in the costume shop-classroom. It was no hardship. Their only other duty was serving demitasse in the Blue Parlor Sunday afternoons before the softball game.

Inheriting a great theatre program was one thing, but holding the Little Theatre up was another. My request for an inspection of the rolling wooden floors revealed that the theatre was held together by a single six-inch nail half pulled out of the ridge post. The life expectancy of the Little Theatre, built in 30 days after the fire of 1931, would expire with the first snow.

And I cannot forget the Davison Library with two thousand or so volumes uniquely catalogued under the Ruth Pillsbury system, which had failed in World War II to be broken by German Intelligence. The Library often closed as late as ten on week nights, unless there was some activity on campus. "Activity" was determined by the Librarian, but never for movies since none had ever been shown at Bread Loaf.

The social life was a killer with two square dances every summer. But with all the students taking three or four courses, austerity was welcomed. The academic burden was somewhat relieved, however, because there was no written work in any course except the writing program which consisted of "Writing the Essay"-- "with particular attention to the development of style" and "Writing the Short Story" -- "with respectful attention to substance and quality." All this was a blessing

perhaps to the faculty since, for example, one of Elizabeth Drew's courses in her two-course load had an enrollment of 92. All courses required a two-hour exam, which was corrected on Friday night.

Matters of social conduct were outside the purview of the Director. The dietician ran the dining room and enforced the dress code: coats and ties, dresses, with the clergy properly frocked. The head waiter made up the assigned seating charts twice a week. Students were required to sit at an assigned table with faculty so that they would properly mix.

Unpublished dorm codes were rigorously upheld by the Inn Manager and the Caretaker. Cleaning ladies reported unwelcome visitors, presumably for reasons of hygiene. The rooms of the delinquent hostesses --never hosts, of course--were put under surveillance. Since there were no locks on the doors, any surprise nightly inspection was effortless. Visitors were known to have been chased down the halls of the Inn in less than full attire, perhaps because they had been negligent in paying the nightly room rental.

Do you remember, we few, we happy few, we band of brothers and sisters? Let's celebrate our revival and renewal this weekend, we who have seen the best of Bread Loaf in our time before the falling off of the last three decades. But please exercise some of the restraint of our Suppressed Desires Parties. Remember that at Bread Loaf's first reunion--the golden celebration of our 50 years--from September 30 to October 2, 1969, one of our number in his convivial 70's slept through Sunday morning and was locked, forgotten, in the Inn. The end of The Cherry Orchard may be part of a play, but the School of English play is always for mortal stakes.

Since parting is such sweet sorrow on the Mountain, it is best to give every third thought to letting go.

I had come to Bread Loaf as Book Store Manager and Crumb editor in 1955, my happiest and most carefree time ever on the Mountain. My education in learning to depart came early--on the opening night of the Writers' Conference. It had been a stressful day coping with the likes of one widely unpublished authoress who arrived with a trunk filled with nine aromatic novel manuscripts. When a substantial woman roared to the Front Desk, pounded on it and demanded room service, the Inn Manager gave an uncanny shriek and leaped out of the post office window. a worthy, if melodramatic, role model, but perhaps you know of others.



But how should I report my own exit from a world in which, committed to education, I had been educated? The Education of Henry Adams, Chapter XXV, offered perhaps a better model: "With this result Henry Adams's education...stopped, and his life began. He had to take that life as best he could.... Education, systematic or accidental, had done its worst." Twenty years later Adams's story resumes.

\* \* \* \* \*

Beth and he came back from Oxford that August, 1988, to learn how life and education converged, to hear words that--jet-lagged--he could not fully engage, theoretically or politically, let alone personally. But, as the blinded Gloucester said, stumbling onto the heath, "I have learned more since."

At Commencement, the show was stolen by Jim Maddox and company on stage popping on red noses to celebrate Alan Mokler's hilarious production. At Bread Loaf only the surreal is real. It had never rained on his commencements for 24 summers. But as he returned to his seat after his closing remarks, he heard the first beats on the theatre roof, rising in an insistent tempo. He was to regret that he had never devised plans for a dignified rainy exit. So he did what desperate administrators and generals have done since time began. He marched the faculty and the graduating class straight out into the dark on the West Lawn -- "Westward Ho" -- into the gentle rain that he would remember on his cheeks. But Shakespeare's Portia had it all wrong.

Bread Loaf was over. One thing remained. Several years before, the President and Trustees had honored him by naming part of the Rikert cross country ski trail in his memory. Beth and the boys thought it a singular tribute since he had never been on a pair of skis. Not much of a trail either, he discovered--stubble up over his ankles.

As Beth cleaned out the fridge and prepared to leave Frothingham--that deconstructs as packing so the Packs can unpack--he began his final tour of the campus. As he had been reminded while writing Northrop Frye's honorary degree citation for the Golden Commencement of 1969, Bread Loaf, like all paradises, is actually an island surrounded by the four branches of the Middlebury River. He knew it was safe to walk the trail because there are no poisonous snakes on the Mountain. He began at the starting line behind the Barn on the way to the woodshed. (The symbolism of this place was never lost on his overwrought imagination.) Later he would discover that he had walked his trail backward. It was all downhill,



down to the Brandybrook branch of the South Branch of the Middlebury River on its way to Otter Creek, which, also confused, runs north to Lake Champlain and beyond. "Back out of all this now too much" for him. If he had looked with directorial eyes, he would probably have found a shattered Gilmore beer bottle underneath a pine. Enough, he would let his mind do the wandering. The Cubeta Trail led to the Upper Trail to the Frost to the Ciardi to the Holland and to others whose names and memories of 35 years encircled all this garden round. He would let Frost direct this director so that perhaps he could himself get lost:

Here are your waters and your watering place.  
Drink and be whole again beyond confusion.

SPEECH AT THE OPENING CEREMONY  
SEVENTY-FIFTH ANNIVERSARY REUNION

JUNE 17, 1994

Good evening, and welcome to the 75th anniversary celebration of the Bread Loaf School of English.

I'm Jim Maddox, Director of the School. Some of you have known me as a teacher here at Bread Loaf, or as Director of the School, since 1989. Many of you--most of you--were students here under the directorship of Paul Cubeta. But some of you go back further than that. There are some of you here from the directorship of Reginald "Doc" Cook; some from the directorship of Hewette Joyce; some from the directorship of Harry Owen; and at least one from the directorship of Robert Malcolm Gay, only the second director of the School. Remarkably, of Bread Loaf's 75 years, we encompass over sixty of those years in this theater tonight. I welcome all of you back to this special, this unique place.

In its history, there have been 7 directors of the Bread Loaf School. During that same period, there have been 7 presidents of Middlebury College, the lesson being, I suppose, that the two jobs grind down incumbents at approximately equal rates. Middlebury's current President has just completed his second year in that position, and has come up on the Mountain tonight, to bring his own greetings to you. I'm happy to present to you President John McCardell.

I also bring to you words of greeting from Paul Cubeta, whom I see from time to time, since both of us live in Washington. Paul cannot be here this weekend, but he has written a message of greeting to you all. It will be available at the Front Desk tomorrow morning. Please get a copy; it contains Paul's reflections upon his many Bread Loaf years, especially the early years, after he took over as Director in 1964. I'm certain that those of you who know Paul will recognize the inimitable Cubetan style.

Reunions are, at least in part, about the past, about history; and the history of Bread Loaf is a fugitive thing. We are here, of course, only in the summers. Almost all of us leave Bread Loaf each August to rush back to other jobs with their pressing and urgent demands. And so, even though Bread Loaf cherishes, even at times fetishizes, its traditions, there is little written Bread Loaf history, besides George Anderson's book written upon the occasion of the 50th anniversary of the School. I would like to appeal to anyone with old photos of Bread Loaf to think of donating them to the School. If you have no photos, write to us with your anecdotes and memories of the School. This is a unique institution, and I hope that by the time the 80th anniversary rolls around, we will be in a position to begin a more complete history of the place.

In part to assist that collective memory, we will be having two panels of graduates talking about Bread Loaf in their days. The first panel will take place late tomorrow morning, and will involve graduates from across a broad spectrum of years: Ella-Richey Wells,



of the class of 1942, Bob Bourdette, of the class of 1967, Betty Bailey, of the class of 1974, and Trysh Travis of the class of 1993. Then, on Sunday, we will have a sort of open-mike panel, when I hope that anyone who would like to share Bread Loaf anecdotes will come forward and do so. There is a sign-up sheet at the front Desk for anyone who would like to talk at that panel on Sunday.

Before I go further in summarizing what we'll be doing over Saturday and Sunday, let me recognize the one person without whom none of these events could have happened. She is my constant companion-in-arms throughout the year; together she and I burn up the wires between Middlebury and Washington, D.C., through every medium we can find--phone, electronic mail, and fax. She is for many people the major connection with Bread Loaf, as they call in for information, for letters of recommendation, for news of which faculty members will be offering what courses next year. She, far more than anyone else, worked tirelessly to help put this reunion together, she even personally designed the t-shirt, and she deserves sincere thanks from all of us. She is the Administrative Secretary of the Bread Loaf School, Elaine Hall.

Even though you already have programs for the weekend, let me remind you of the events of this evening and the next couple of days. Tonight, shortly after these mercifully brief remarks, there will be a square dance in the Barn, with music provided by Francis Cram and friends. Francis and his group have had the rare privilege of watching over successive generations of so-called Bread Loaf

intellectuals colliding with each other at a square dance in the Barn on the first Saturday night of each summer session. I hope that you will help contribute to Francis's entertainment again tonight.

If square dancing isn't your recreation of choice tonight, I invite you to get together with each other in various places around campus--to see the Bread Loaf exhibit in the Davison Library, or just to chat, in the lobby of the inn or over in Treman Cottage.

Tomorrow, there will be so much to do that some events will have to be scheduled against others, and you will have to make some decisions. Alas, one event that I announced earlier will not take place. Richard Brodhead, one of Bread Loaf's most celebrated teachers, who is just finishing his first year as Dean of Yale College, is unable to join us this weekend.

When I was planning this reunion, one of the best suggestions I received from anyone was to arrange classes by Bread Loaf faculty members on texts or subjects of their choice. Going to classes like these was, after all, the reason you came to Bread Loaf in the first place. Times and places for those classes are announced in the schedule of events.

In addition to those classes, we will have the first of our panels on "Bread Loaf Remembered" tomorrow. There will also be two sessions of readings by Bread Loaf graduates in the Blue Parlor.

Every Sunday evening at Bread Loaf for as far back as I, at least, can remember, there have been readings of Bread Loaf poetry and prose in the Blue Parlor; this weekend's readings are an extension of those pleasant Sunday evenings. (I should mention, by the way, how tyrannizing is the custom of the Blue Parlor readings. Since 1991, we have had similar readings at our Santa Fe campus at St. John's College, in a room painted what I can only call an unfortunate shade of green. But, green or not, that room is known as Blue Parlor West.)

Also, throughout the day tomorrow, Caroline Eisner, who directs the Bread Loaf computer center, will be giving instructions on the use of Bread Loaf's telecommunications system, BreadNet. BreadNet is a major means by which Bread Loaf faculty and students stay in touch during the academic year, away from Vermont. It is also an excitingly innovative way of bringing classrooms together from widely scattered parts of the country. Even if you have acute computer phobia, but would like to learn about the possibility of becoming a member of BreadNet, drop by the computer center, in the basement of Davison Library, at one of the announced times tomorrow, and let Caroline show you how telecommunications could change your life.

We also have two new events, created in the past couple of hours by the popular demand of returning alums. Between 2:00 and 3:30 tomorrow, there will be tours of the Robert Frost Cabin, down the road on the way to Ripton. Tours will be held every 20 or so



minutes between 2:00 and 3:30; so go down at any point during that time; the wait won't be long.

There will also be a softball game tomorrow at 3:00. If the current weather holds, it could be that the team will become known as the Bread Loaf Idiots. But there you are. There's a sign-up sheet at the Front Desk.

Tomorrow evening, after our banquet, one of the highlights of the weekend will be a series of short dramatic pieces performed by the Bread Loaf Acting Ensemble. The Ensemble had only a few days last summer to put these short pieces by Chekhov together, and they have had only a day or so to resuscitate the pieces this summer. I believe you'll be amazed at what the Ensemble can do, and I think you'll see why the Ensemble has become a pride and joy of the Bread Loaf School. After the Chekhov pieces, we'll have a social evening in the Barn, with music provided by Mark Wright.

Finally, on Sunday morning, there will be two more panels to conclude with. There will be a second panel on "Bread Loaf Remembered"; and there will be a panel on Bread Loaf and outreach projects.

Now that I've told you what we'll be doing in this short time we'll share up here on the Mountain, let me also tell you in a more general way what Bread Loaf is doing, and even some of the ways that Bread Loaf has evolved over the years.

Reunions, after all, are usually Janus-faced. They face toward the past; as I was suggesting in my appeal for photos and anecdotes a while back, they are about history. Maybe they're particularly about that highly subjectified form of history called nostalgia. As the letters column in any alumni magazine will demonstrate, nostalgia about one's alma mater most often works in a slightly predictable form. I even thought at one point of encouraging that exercise of nostalgia by entitling our alumni panels "How Bread Loaf Reached Its Apogee in My Time, and How It Has Gone Precipitously and Acceleratingly Downhill Ever Since." In fact, I think that that spirit of nostalgia should be freely indulged at reunions--in part because, no doubt, all the changes that have taken place probably **aren't** good. We need to be reminded of ways that things legitimately may have been better in the past.

But reunions should also face toward the future. So I want to remind you of some of the things that have happened since many of you graduated; our evolution in recent years probably points to the direction we'll be headed in the immediate future.

Since some of you were here, Bread Loaf, as you know, began offering courses at a second site, Lincoln College, Oxford. We have been there since 1978, and even though we now share Oxford in the summers with many other American programs, we continue to be known as the premier program there. There are, in fact, some Bread Loaf students whom we have trouble convincing to return. Some of them have chosen to spend the majority of their Bread Loaf summers at

Oxford, and two Bread Loaf graduates have returned to Lincoln College for their advanced degrees. We are honored and privileged to have with us tonight one of our truest friends from Lincoln College, who has made Bread Loaf students and the American resident directors feel especially welcome there. We have all known her as the Steward of Lincoln College, Joy Makin.

More recently, as you know, Bread Loaf has moved on to offer courses at yet a third site, at St. John's College, in Santa Fe, New Mexico. Bread Loaf/Santa Fe gives our School another American geographical base, and its curriculum so far has reflected in part the multicultural world that is epitomized in New Mexico.

We now have three sites, flourishing and filled to the brim. Indeed, one of the most remarkable facts about the opening of both the Oxford and the Santa Fe sites is that the School increased its enrollments by very sizable percentages as it expanded into those new locales, and it did so with no diminution in the quality of its students.

Far from fragmenting the Bread Loaf population, the expansion into three campuses has actually had a bonding effect. When I go over to Lincoln College every summer, my suitcase is heavier because of all the mail I take from one Bread Loaf to another; and the same is true when I return. Every winter, after the appearance of the Bread Loaf bulletin, phone lines are busy across the country as Bread Loaf students call each other to compare Vermont to Oxford



and Oxford to Santa Fe, to decide where the next summer should be spent. Both the students and the faculty circulate among the three Bread Loaf campuses. This summer, Kate Flint, one of the veteran teachers at Oxford, will be offering at Santa Fe a course on the English abroad; while Stephen Donadio, who has taught many of the people in this theater here in Vermont, will be teaching a course in Oxford on Americans abroad.

And this summer, for the first time, all three campuses will be united by electronic mail, so that students thousands of miles from each other can carry on daily exchanges, and Bruce Smith's students studying Shakespeare in Santa Fe can carry on conversations with students studying Shakespeare with Susanne Wofford and Kim Benston in Vermont, and with students studying Shakespeare with John Wilders, Dennis Kay, Robert Smallwood, and Nigel Wood at Oxford.

But not only does Bread Loaf have these three sites; Bread Loaf also has several outreach projects, which you'll have a chance to hear more about on Sunday.

Let me approach those outreach projects with a short preface. I have found, somewhat to my surprise, that one theme has emerged from the various speeches to which I must subject Bread Loaf audiences each summer--and that theme is the American-ness of Bread Loaf. Both as an undergraduate and as a graduate student, I had attended universities that would be called national institutions by

anyone. But not until I arrived at Bread Loaf for my first summer of teaching in 1979 was I really, fully and forcibly struck that I was at a place in touch with the entire nation.

Most Bread Loaf students are secondary-school teachers. Virtually all Bread Loaf students are deeply committed to what they do. How else explain the phenomenon of almost 400 people each year giving up their well-deserved summer vacations to undertake really rigorous and intense study? Well, nothing is going to give you a fuller sense of America than more than 300 secondary-school teachers, drawn from across the country, fully committed to their classrooms and their students. For to be committed to those classrooms and those students is to be in touch with the people, their aspirations, and their problems. Lest I turn too Norman Rockwellian on you, I have to admit that sometimes the experiences of Bread Loaf students make them more aware of the problems than of the aspirations of their communities. These are real teachers, out in the nitty-gritty world.

But, I have long thought, if Bread Loaf is truly to reflect America, we must confront one problem that we have because of the demographics of Vermont. Vermont vies with Maine for having the least diverse population in the United States; and the plain fact is that the Bread Loaf School, like Middlebury College as an undergraduate institution, has had difficulties attracting a diverse student body. An uncomfortable fact. But an important fact, and one that has needed confronting.

Beginning in 1987, and continuing every summer since, Bread Loaf has had a partnership with the Phillips Academy in Andover, Massachusetts, to co-sponsor a workshop for English teachers, drawn primarily from urban schools, and to a great extent from inner-city schools. Bread Loaf oversees the curriculum of the workshop and offers three hours of Bread Loaf credit for the participants, who are then encouraged to attend Bread Loaf in succeeding summers; last summer, one of the first participants in that workshop received her M.A. from Bread Loaf.

In 1991, the Bread Loaf School formed a partnership with the Piney Woods Country Life School, a historically black school some twenty miles south of Jackson, Mississippi. In 1993, we began co-sponsoring, with Piney Woods, summer workshops for teachers of African American children in Mississippi; this summer, the first participant from the 1993 workshop will be attending Bread Loaf.

In addition, Bread Loaf is in the initial stages of a partnership with the Hopi Junior/Senior High School in Keams Canyon, Arizona, and the Chinle High School on the big Navajo Reservation in Arizona.

In mentioning states such as Arizona and Mississippi, I am touching upon another of Bread Loaf's great strengths, especially over the last two decades: our commitment to rural teachers. Obviously, as our project for urban teachers at Phillips Andover indicates, we are by no means exclusively committed to rural



teachers. But, mainly because of two very large grants that Bread Loaf has received over the last two decades, we have become very well-known among teachers in America's smaller communities. A Rockefeller grant in 1978 brought large numbers of rural teachers to Bread Loaf. Then, less than two years ago, Bread Loaf received the largest grant in its history, a \$2.77 million grant from the DeWitt Wallace-Reader's Digest Fund, to recruit rural teachers from six target states--Alaska, Arizona, Mississippi, New Mexico, South Carolina, and Vermont. This summer, the second contingent of DeWitt Wallace-Reader's Digest Fellows will arrive at Bread Loaf.

Much of my own time during the academic year is spent on these outreach projects, visiting schools, recruiting, generally nosing around. And that means that much of my time is spent on the phone, on electronic mail, and on the fax machine with another of my closest companions-in-arms, whom I wish to recognize. She is the coordinator of the courses in writing at the Bread Loaf School, and she is, along with myself, a co-director of the DeWitt Wallace-Reader's Digest grant. For many Bread Loaf students and graduates, she is one of the strongest, most compelling influences within their Bread Loaf careers. She is Dixie Goswami.

There is another form of outreach that is becoming virtually a regular pattern at Bread Loaf. In 1989, in 1992, and again this summer in 1994, Bread Loaf has received grants from the National Endowment for the Humanities to hold summer institutes in drama here in Vermont. An outstanding feature of these institutes is that

the students work with members of the Bread Loaf Acting Ensemble on ways of making acting a part of the pedagogical process in their classrooms. In the academic years following these NEH summers at Bread Loaf, members of the Acting Ensemble then visit the classrooms of the participants, everywhere from Florida to Alaska, and hold workshops for the teachers, the teachers' students, and the teachers' colleagues. This use of acting in pedagogy is one of the several ways in which Bread Loaf is at the very cutting edge of educational projects in the country. If you want to see something of what all this means, I encourage you to attend the class led by members of the Acting Ensemble tomorrow. And here let me acknowledge yet another of my companions-in-arms. He is the director of the Program in Theater at Bread Loaf, and he will be holding a class tomorrow on *As You Like It*; that is this summer's major dramatic production, and those attending his class will have the special interest of talking with a director still in the midst of wrestling with his text and making choices for the actual mounting of a play. I will ask Alan MacVey to stand and represent the entire program, including the Acting Ensemble.

A problem in discussing outreach projects, of course, is that one ends up neglecting what all the outreach reaches out from. The diversity of Bread Loaf does not include simply remote rural schools in Alaska. It is also true, as many of you know, that Bread Loaf has trained the majority of the faculty members in the English Departments of some of the most prestigious preparatory schools in the country, such as Exeter, Andover, and St. Andrew's. And if

Bread Loaf tries to reach out across the nation, we also consider that we have a special home responsibility to schools in the Northeast, and to schools in Vermont in particular. If we stress Oxford and Santa Fe, we stress Vermont even more. And we're certainly right to do that. Each year, during application season, the Vermont campus fills long before either Oxford or Santa Fe. We even sometimes offer candidates wait-listed in Vermont immediate acceptance to either Oxford or Santa Fe. Usually they refuse: they prefer the chance of waiting for an opening here in Vermont, the "real" Bread Loaf.

So what **have** experiences at this real Bread Loaf been like over the years? Well, as I've said, one thing that I hope we'll do this weekend is to listen to each other and to find out what the collective Bread Loaf experience has been. But let me offer a few impressions about what the Bread Loaf experience is--even though I've never been a student here, and even though, compared to some of you, I'm more than slightly moist behind the ears as a Bread Loaf veteran. A part of the Bread Loaf experience is the learning of Bread Loaf lore, including the stories of the amazingly eccentric founder of the Bread Loaf resort, Joseph Battell. A part of the Bread Loaf experience is walking into the dining hall the first time and discovering just how much noise 250 English teachers can generate. I had always thought of Bread Loaf as perhaps the most bucolic place I had ever been in my life. But last summer, Pauline Evon, a Yupik woman from Kwethluk, Alaska, told me after her first meal here that Bread Loaf was the noisiest place she had



ever been in her life. A part of the Bread Loaf experience is the discovery that the woods of northern Vermont can breed mosquitoes and deerflies in comparison with which the insects of Georgia swamps and Louisiana bayous blush in shame. But the greatest part of the Bread Loaf experience no doubt happens in those classrooms in the Barn, where students have sat through the decades with a long string of many of the greatest teachers in America--George Anderson, Theodore Morrison, Donald Davidson, Perry Miller, Reuben Brower, John Crowe Ransom, Elizabeth Drew, Donald Stauffer, Carlos Baker, Moses Hadas, Wylie Sypher, William Meredith, Cleanth Brooks, William Arrowsmith, Harold Bloom, Martin Price, Laurence Holland, Bartlett Giamatti, and others who have taught here more recently, and whom I won't embarrass by enshrining. I don't really think that there has been a Bread Loaf way of teaching; when you hear memories of these and other teachers, you hear everything from accounts of magisterial lecturers to quiet, contemplative, collegial leaders of seminars. The only thing that has bonded all these teachers has been their love of and their excellence in teaching itself.

But the Bread Loaf experience has not been only the experiences that students have had; it has also been the experiences of the Bread Loaf faculty. I think that in some ways, the faculty's experiences replicate the students'. Faculty members accept positions here, usually having heard of Bread Loaf, but not having a very clear idea of its nature. They show up here, usually a little cross with themselves at teaching rather than doing the research that they usually get done in the summers; they look on,

somewhat bewildered, as Bread Loaf students and faculty from past years greet each other in curiously tribal ways. Some of them--I know I was one--are even a little daunted by the reputation of the faculty for excellent teaching; and more than one of them has walked down the road to the Barn for his or her very first Bread Loaf class, filled with trepidation. They sometimes find themselves a little at odds with rural Vermont. One anecdote has it that one day a number of faculty members were sitting on the porch at Treman when the conversation turned to the question of how far one could see from Bread Loaf. "On a clear day," said one old hand, "you can see to the Adirondacks"--and other old hands agreed or disagreed--until the new faculty member, bewildered, asked, "Just what exactly is an Adirondack?" Another summer, a professor teaching romantic poetry and so presumably at least tolerably familiar with Nature, arrived on campus from his house one morning, visibly disturbed, and asking anxious questions about a small striped creature he had seen in his yard. Reassurances that he had sighted a chipmunk did little to comfort him, as his next question revealed: "But what will it be like when it grows up?"

But gradually Bread Loaf grows on these faculty members as it grows on most people. I've over the years listened to many of these faculty members give commencement addresses here, and one thing that emerges from those addresses collectively is the way in which teaching at Bread Loaf has changed the teacher's idea of herself and her entire mission as a teacher. For many of these faculty members, it at first seems simply an odd circumstance that most of

the people in their classrooms here are themselves teachers; then it comes to seem a special opportunity to have these other teachers in their classrooms; finally, it comes to seem a privilege and an honor to be in those classrooms with those other teachers. Many Bread Loaf faculty members find themselves brought into close contact with secondary education, are invigorated by the contact, and wonder why, until then, K-12 education and college and university education had seemed so walled-off from each other. It's also true to say, that, beyond the many personal friendships that spring up between the faculty and the students here, many of the faculty come to see the Bread Loaf student body as made up of heroes, doing extraordinary and valuable work. Bread Loaf has reoriented the lives of many of its students; the School has also reoriented the lives of a surprising number of its faculty members.

I think we have all been changed in the past by being at this good green place--hence our presence here this weekend--and I think that this place continues to have incalculable effects upon the lives of many of us.

Once again, welcome back to all of you. Thank you for coming. I hope that you'll find this brief time together stimulating and enjoyable. I myself look forward to seeing and talking with you over the rest of the weekend.





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

20 June 1994

Dear Bread Loaf Graduate:

Please excuse the impersonality of this form of address; Bread Loaf's summer session is about to begin, and I can't find the time for the personal note I would otherwise have written to you.

I'm writing to thank you for your willingness to appear on one of the "Bread Loaf Remembered" panels. Just as I anticipated, these panels taken together, turned out to be the high point of the reunion for many people in attendance. We were all fascinated to see both the continuities and the differences between the earliest and the latest classes at Bread Loaf. The panels also rivaled the Chekhov one-acts for sheer entertainment.

Even after working hard all spring with Elaine on reunion details, I was amazed at how completely successful the reunion was. I think that virtually everyone present found it a pleasant, enriching, even at times quite moving experience. Its success has convinced me to go ahead and pencil in plans for a reunion on the occasion of the 80th anniversary of the School in 1999.

Thank you again for helping to make our reunion weekend such an overwhelming success.

All best wishes,

*Jim*

Jim Maddox



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

20 June 1994

Dear Bread Loaf Staff Members and Actors:

Please excuse the impersonality of this form of address; Bread Loaf's summer session is about to begin, and I can't find the time for the personal note I would otherwise have written to you.

I'm writing to thank you for the extra work you put in during the reunion. The reunion was a great success from beginning to end, and that success depended upon devoted people pitching in, attending to details, and giving very generously of their time and effort.

Even after working hard all spring with Elaine on reunion details, I was amazed at how completely successful the reunion was. I think that virtually everyone present found it a pleasant, enriching, even at times quite moving experience. Its success has convinced me to go ahead and pencil in plans for a reunion on the occasion of the 80th anniversary of the School in 1999.

Thank you again for helping to make our reunion weekend such an overwhelming success.

All best wishes,

A handwritten signature in cursive script that reads "Jim".

Jim Maddox

OPENING NIGHT ADDRESS  
BREAD LOAF SCHOOL OF ENGLISH

21 JUNE 1994

Good evening. I'm Jim Maddox, Director of the Bread Loaf School of English, and I want to welcome you to the opening of the 75th session of the School.

Just this past weekend, to celebrate our 75th anniversary, we held an all-class reunion at Bread Loaf, with all previous graduates and faculty invited, along with this year's senior class. It was an overwhelming experience to gather together graduates from over sixty years of Bread Loaf's seventy-five years of existence; I was astonished to meet two women who had graduated from Bread Loaf before I was born. This past Saturday and Sunday mornings, we had panels of alumni from various years, recounting anecdotes from their Bread Loaf pasts. The anecdotes ranged from one retired teacher's memory of putting on a baseball glove for the first time in her life and immediately catching a long fly-ball hit by Robert Frost, to the memory of a man, who graduated in the 1950's, detailing how, at the end of a somewhat inebriated argument over who was the superior twentieth-century poet, Eliot or Yeats, he was pounced upon and almost strangled by his opponent, a Middlebury classicist. Literary criticism was taken very seriously in those days. Certainly one of the most memorable speakers at the reunion was Ella-Richey Wells, of the class of 1942, who recalled being at Bread Loaf during the times of rationing in World War II. The



**Crumb**, the School's daily newspaper, polled the student body on how to use the wartime ration of butter: there was very little, and it could be served at only one meal. The next day, **The Crumb** reported that breakfast had won handily, and editorialized that the baked potato's loss was the muffin's gain. It was an altogether unforgettable weekend, and I hope that everyone in this room will come back when we hold the eightieth reunion in 1999.

This year's senior class was invited to the reunion because--**assuming all goes well**--they will themselves become Bread Loaf graduates this year, the evening of August 6. But, as I reflected in doing my math, this year's senior class may be graduating in the 75th year of the School, but they will not be the 75th graduating class. According to my calculations, if it takes five years to earn a Bread Loaf degree, then the 75th graduating class will come in the School's 79th year. And **that** class is here tonight, in a way. The heart of that class will consist of the people who are here for their first Bread Loaf summer, whom I would now like to recognize and welcome. Would the 93 new members of the Bread Loaf community, attending Bread Loaf for their first summer, please stand, to be welcomed by the rest of the community you're joining?

Among the members of this first-year class, there are 32 rural teachers who are recipients of grants from the DeWitt Wallace-Reader's Digest Fund; there are 14 more who will be joining 6 veteran Bread Loaf students as members of a National Endowment for the Humanities Institute in Drama; there are 2 teachers from

Colorado, along with another Coloradan at Bread Loaf/Santa Fe, who have been named Gates Fellows with support from the Gates Foundation of Denver; and there are 5 new Bread Loaf students from the Johannes Gutenberg-Universitat in Mainz, continuing a long and happy relationship between Middlebury College and that honored German university. A final statistic: students in this year's entering class come from four continents.

I'll now also ask the faculty to stand individually and then be seated--so that everyone can begin to associate faces with those tantalizing course descriptions.

Isobel Armstrong.

Michael Armstrong will be joining us later in the summer.

Valerie Babb

Kim Benston will be arriving slightly late for the session.

Michael Cadden

Courtney Cazden

Dare Clubb

John Elder

John Fleming

Dixie Goswami

Richard Harmston

David Huddle

Jacques Lezra

Victor Luftig

Andrea Lunsford

Alan MacVey

Carol MacVey

Carole Oles

Robert Pack

Jacqueline Jones Royster

Margery Sabin

Robert Stepto

Susanne Wofford

Hertha Wong

Michael Wood will act as interim director during my absences  
this summer, and will arrive slightly late for the  
session.

In addition:

Stephen Donadio, Director of Bread Loaf at Oxford, representing  
that whole faculty;

and Lucy Maddox, Director of Bread Loaf at Santa Fe, representing  
that whole faculty.

The Bread Loaf faculty.

I would also like to introduce the Bread Loaf Acting Ensemble:

Stephen Berenson

Jonathan Fried

David Keith

Brian McEleney

Kristine Nielsen

Barry Press

Cindy Rosenthal



Anne Scurria

Bruce Vieira

The Bread Loaf Acting Ensemble.

Finally, I would like to introduce to you one of Bread Loaf's closest friends and strongest supporters, John McCardell, the President of Middlebury College, who has some words of welcome of his own.

\* \* \*

As always on opening night, I want to pay special attention to the first people I asked to stand, those of you here at Bread Loaf for the first time. It will not have escaped your attention that, on opening night, eventually **everybody** gets to stand and be recognized; at least you were the first.

I really do speak on behalf of the Bread Loaf and Middlebury College community in welcoming you here. One's first few days here, I think, can be rather difficult, exactly because there **is** such a strong sense of a community, to which one doesn't yet belong. Bear with us as we whoop and holler in greeting each other after a year's absence; in another year's time, you'll be doing the same thing.

You've arrived at a unique place, a place built by an energetic and somewhat eccentric man, Joseph Battell, in the latter

half of the nineteenth century, as a retreat for himself and his friends. Battell **was** eccentric, and no doubt you'll hear some of the more entertaining stories about him in the course of the summer: how he used to put a barrier across Highway 125 out here and declare it closed, on days when he didn't want to be disturbed; how he wrote a book called **Whisperings from an Old Pine**, whose fantasies would have brought a blush to the cheek of Sigmund Freud. But Joseph Battell also seems to me to have been a thoroughgoing romantic utopian in building this group of clapboard structures in the heart of the Green Mountains for his small, ideal community. And that's worth stressing about Battell, because the Bread Loaf School itself--which was founded after Battell left this vast tract of land to Middlebury College--has never quite lost a certain utopian feel. I mean this in the most basic and concrete ways. Professors come here and teach courses that they've always wanted to teach but have never quite been able to down in the lowlands. I know that Alan MacVey and the members of the Bread Loaf Acting Ensemble all return in great part because they can do things here that they can do nowhere else. When I talk with prospective Bread Loaf students, they tell me that they have long wanted to come here, and now, finally, is their chance. Or they tell me that they are taking a deep breath before a plunge into something new, exciting, and terrifying. The vast majority of the people who come here come, I believe, with the conviction to do things differently, to do things better. "Utopian" is not really a fatuous or silly word here. It is a word, rather, that expresses many people's feelings that their lives can be led at a level of higher

intensity, or with a degree of fineness above what they're accustomed to.

You'll find that at Bread Loaf there are a few immemorial events that seem always to take place: the first-Saturday square dance; the picnic at the Frost Farm. Two of those worth mentioning tonight are the Elizabeth Drew Memorial Lecture and the summer's major dramatic production. This year's Elizabeth Drew Lecturer will be Eric Sundquist, Professor of English at UCLA, for two summers a Bread Loaf faculty member, and one of the most well-known and influential scholars of American literature in the country. He will be speaking July 7 on Harper Lee's **To Kill a Mockingbird** and related African American texts. The bookstore will soon have copies of **To Kill a Mockingbird** in stock, if you would like to read or reread that text in preparation for the Drew Lecture. Then, the last weekend before commencement, Bread Loaf will present its major dramatic production, **As You Like It**, its cast drawn from the Acting Ensemble and the rest of the Bread Loaf community; it will be directed by Alan MacVey.

There will, I assure you, be much more, more, even, than you can quite take advantage of during the summer.

Once more, welcome to this good place.

I've done a fair amount of travel on behalf of Bread Loaf this past year. I usually fly into a city, hop into my rental car, and



light out for the territories, to visit schools where Bread Loaf teachers teach. Usually, those teachers have brought together yet other teachers, and I talk to them about Bread Loaf and discuss the possibility of their attending. I love these trips; they're exciting in ways that I find difficult to explain, even to myself. To tell you the truth, I have arrived at a point at which I know few greater happinesses than to roll out of the rental-car parking lot, turn up the radio, press the accelerator down, and head for the schools. I have discovered, in middle age, that I have perhaps missed my life's calling. I once thought that the great profession I had missed was archaeology. There are times on the road, now, when I'm sure that my calling was to be a truck-driver, with a sideline in teacher-recruiting. I loved it, one day earlier this year, when I awoke in Farmington, in northern New Mexico, where Vicki Holmsten teaches, headed off through Shiprock, where John Kelly teaches, stopped at the Chinle Junior High School on the big Navajo Reservation, to meet with Sylvia Barlow and Nancy Jennings, among others, and then, as night drew on, beelined on down to Tucson, where I would get up the next morning and start recruiting again, along with John and Tilly Warnock, and would meet and speak with Sabra Beck, among others. Late on that night's drive, the only food-place I found open in Holbrook, Arizona, was a McDonald's, but McDonald's in the Southwest has the altogether laudable custom of serving green chili cheeseburgers. Two cheeseburgers and Coke in hand, I got back in my car, turned the key, set my sights on Tucson again, and reflected with absolute certainty, "It doesn't get much better than this."

On these trips, I usually go to the teachers' classrooms, and to the office to speak with the principal or superintendent. Also, for some reason, I always seem to end up, at some point in the day, in the high-school gym. I've been in more high-school gyms than I can probably recall; I've been in gyms in Bethel and Kwethluk and Trapper's Creek, Alaska; I've been in the high-school gym in Kayenta, Arizona, where Chad Graff teaches, along with three of his colleagues who are at Bread Loaf this year for the first time. The gym in Kayenta, Chad tells me, can actually hold more people than live in Kayenta, and for most of the hometown basketball games, it's filled to capacity. A number of us here tonight were in a high-school gym in Taos, New Mexico, just last month. We happened to be in Taos the night of a powwow, and so there was a series of communal dances taking place on the gym floor. A powwow in a high-school gym, I thought: here is more American mythic material than I can quite deal with. At one point, I was sitting next to Peggy Turner, a Bread Loaf teacher from Mississippi, who was attending the same meeting in Taos I was. We both found that we were watching one girl, maybe 13 or 14, out on the floor with the other dancers. So she was showing a wish to be a part of the dance, a part of what was going on. But she also had her hands thrust deep into the pockets of her peajacket, and it was clear that she was taking care not to keep time with the drumming. There was no doubt about it: she was very definitely **being cool**. Peggy recognized and loved her behavior, and leaned over to whisper to me. "Can't get much more middle-school than that," she said.

They're fascinating places, these high-school gyms, and they carry multivalent suggestions. They can of course be symbols of what many teachers rightly complain of: the undue emphasis upon athletics at the expense of academics in American schools. But there's something else, something positive, about high-school gyms. Whole communities assemble there because there seems a recognition, conscious or unconscious, that this is the place for the community to feel the power and energy of its own young people: this is the place where the whole community reaches out its hands and feels the possibilities for its own future.

High-school gyms are where certain linkages take place: linkages between generations, linkages between what is academic and what is non-academic in the surrounding community. Schools at these moments seem suddenly to be a part of what is important in the rest of the people's lives.

I use the high-school gym, unabashedly, as a sort of crude symbol of linkages, a symbol of the overcoming of borders and barriers--because I want to look upon Bread Loaf itself for a few minutes as a place of linkages and the breaking down of barriers.

It is a great mission of Bread Loaf's to make linkages across barriers whose purpose is to divide and separate. We don't perhaps make enough of this, but we are one of the great places in the country for the meeting of teachers from public schools and private schools. We draw teachers from the inner city, from the suburbs,



and from some of the remotest towns in America. Some of the most valuable discourse that takes place at Bread Loaf occurs across these lines of difference. If **more** discourse doesn't take place across those lines of class and race and region, then shame on us. We're passing up one of the great opportunities that Bread Loaf places before us.

Moreover, think of the different steps of American education that are contained here. We have a full-range of K-12 teachers here, most of them working on their M.A. degrees, sitting in classrooms with professors who themselves teach everyone from undergraduates to Ph.D. candidates. We have every level of American education here, from the lowest grades to post-doctoral work. There is a chance at Bread Loaf for discourse across **these** barriers. And, frankly, these barriers seem to me very high indeed, since American education can be extremely segmented, with one segment having only an imperfect idea of what the other segments are up to.

There are other barriers and other linkages. When, several years ago, we realized that we in rural Vermont had trouble attracting teachers from the inner city, we formed a partnership with Phillips Academy, Andover, outside Boston, to run a summer workshop specifically for inner-city teachers, who would be encouraged in subsequent years to come to Bread Loaf; last summer, the first teacher from those workshops graduated from Bread Loaf. In 1993, we founded a similar summer institute for teachers of African American children, in partnership with the historically

black Piney Woods Country Life School in Mississippi. That partnership has just completed its second summer session, and the first of the participants in those sessions is in attendance at Bread Loaf this summer.

Maybe most exciting in this historic year, Bread Loaf has reinforced another linkage--with teachers in South Africa. South African teachers have for several years been attending our summer workshops at Andover. Courtney Cazden, of our faculty, has worked with some of these teachers, and especially with the South African educational leader Bernadette Mosala, whom many of you have met at Bread Loaf in years past--including Bread Loaf student Tim Dorsey, who has spent this past year teaching in South Africa. This year, with special assistance from Middlebury College, and from President McCardell, the first teacher from black South Africa is attending the Bread Loaf School.

There are other Bread Loaf linkages that I want to mention. Many of you have had the experience of BreadNet, Bread Loaf's own telecommunications network--itself a link, keeping Bread Loaf students and their classrooms connected with each other during the academic years between Bread Loaf session. This summer, for the first time, BreadNet will connect the three Bread Loaf campuses, in Vermont, Oxford, and Santa Fe. We will experiment in different ways with this link-up. All of you, if you wish, will be able to communicate with Bread Loaf friends at the other sites. Beyond that, I hope that some Bread Loaf classes at the different sites

will link up and carry on exchanges about texts or subject matters that they have in common.

Like many of you, I imagine, I spent an hour each Sunday for six weeks this past spring watching **Middlemarch** on Masterpiece Theater. I found that I was watching a scrupulously faithful replication of most of what the characters do and say in **Middlemarch**, but I inevitably missed those questions that George Eliot's narrative voice puts forward with so much urgency in that novel. George Eliot was someone who, like many other Victorians, was interested in linkages, as the very plots of her novels--with **Middlemarch** foremost among them--amply show. She was passionately interested in certain kinds of linkages, networks of affection and fellow-feeling; and she, like other Victorians, had a nightmare vision of other forms of linkage that hold people together in determined fatalistic patterns. She was powerfully, overwhelmingly aware of the circumstances of class and special interest and sheer greed that enmesh us. Those are the dark, the tragic kinds of linkage. An overly simplistic way of describing George Eliot's novels is to say that her characters are confronted with the choice of which of these two kinds of linkage will bind them--the networks of fellow-feelings or the threads of circumstance--or, in the words of her fellow-Victorian Dickens, the chain of gold or the chain of iron, the chain of flowers or the chain of thorns.

I do indeed put it too simplistically. It's truer to say that George Eliot shows us characters who labor under the terrific



burden of trying to replace those dark, fatalistic linkages with the linkages of trust, affection, and fellow-feeling. That is not an ignoble thing to do with one's life; George Eliot, I believe, would argue that that is the only worthy thing to do with one's life. That's probably the great burden that some of you labor under in your schools as well--for, although I began with the simplified image of the high-school gym, with a sympathetic communal crowd gathered to watch the community's youth, an equally available image of our schools, alas, involves metal-detectors, drugs, and shootings and stabbings in the halls. These two images are shorthand versions of what George Eliot and Dickens were describing as the two kinds of linkage, the two kinds of relating. Everything depends upon seeking to affirm one of those linkages and seeking to dissolve the other.

Let me return, now, to a few more episodes from the reunion this weekend just past; they will have their relevance to what I've just been saying. Almost from the very beginning of the reunion, Bread Loaf graduates were approaching me with two concerns. They wanted to know whether it would be possible for them to return to Bread Loaf as staff members in future years, and they asked about the requirements for enrolling in Bread Loaf's M.Litt. program for a second degree. These people wanted to come back. Well, maybe this sort of thing simply happens at reunions. One comes back to a place for a reunion, after all, because one had good times there. But I looked upon that desire to return as an especially Bread Loafian expression. When one of the participants on the "Bread Loaf

Remembered" panel concluded, he--a sixty-year-old man--said simply, "Bread Loaf changed my life." These must sound like awfully portentous, even ridiculous words to some of you here for the first time. This is, after all, a summer school for English teachers, for God's sake, not the Elysian Fields. But the feeling is far more widespread than you would believe, here, as you are, for the first time. There is the real feeling here that all the reasons you had originally for going into teaching do in fact still make sense. Give the place a little time. Have a little patience with those of us who are greeting each other. If all of our enthusiasm seems just a little too much, then do what my favorite Indian cookbook writer, Madhur Jaffrey, advises, as you're putting the hot spices in the oil of the curry you're preparing: "avert face." Give yourself a little time, and see don't you act a little like us by this time next year. And in another twenty-five years, I hope you'll be sitting on a panel at the celebration of the School's 100th anniversary, saying that Bread Loaf had more than a mild impact upon your life as well.

Welcome again. Let's proceed to have a wonderful summer. And let's begin it by meeting each other now, at a reception down in the Barn.

# The Crumb

TUESDAY  
JUNE 21  
1994

*Bread Loaf School of English*

*Volume 75, Number 2*

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*'Great things are done when men and mountains meet;  
This is not done by jostling in the street.'  
-- From the notebooks of William Blake*

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## Grand Entrance

Director Jim Maddox will open this summer's session with a welcoming address this evening in the Burgess Meredith Theater at 7:30 p.m. A reception follows; Jim will announce the location at the start of his speech.

## Requisite Registration

All students must check in with Elaine Hall and Marilyn Delaney in the Bread Loaf Office today to ensure their proper course registration and billing. A representative from the Middlebury Accounting office will also be on hand in the Blue Parlor to collect unpaid bills. If you want to make changes to your course schedule, please notify Elaine immediately.

## Standard Issue

All Bread Loaf students are issued picture I.D. cards which are needed to gain entrance to the swimming pool and Field House downtown. Bar codes will also be affixed to the laminated cards so that you may check materials out of the library. Pictures will be taken and I.D.'s distributed at Davison Library from 9 until 3 tomorrow (Wednesday). This is your one and only shot at photogenic fulfillment, so make sure it's a good hair day. (If, for some reason or other, you miss this opportunity, you'll have to make plans to get your I.D. at Campus Security in Carr Hall at the downtown campus.)

## Lock and Key

For the first time ever, all Bread Loaf rooms are now equipped with locks on the doors. While they can be locked and unlocked from the inside to your heart's content, they require a key to work from the outside. These keys are presently unavailable for reasons too complicated to explain here. Stay tuned to the *Crumb* to latch onto more details about this historical undertaking.

## Mind Your Meal-Time Manners

To keep you well-fed and caffeinated throughout the summer, the Bread Loaf Dining Room in the Inn is staffed by a spectacular assemblage of student waiters and waitresses whose sole mission is to provide a joyous and satiating dining experience for all. Veteran HeadWaiters Dan Robb and Patty Phaneuf lead the ranks this summer. Please be prompt for meals and move along quickly after finishing, as these students must clean up and hustle off to class themselves after meals. Diners are also urged to bring their own travel mugs for coffee-to-go. Paper take-out cups are environmentally unfriendly, and we just won't have any of that around these here

parts. Be forewarned that weekend breakfasts are self-service and therefore require a greater level of wakefulness than weekday breakfasts. Guests may purchase meal tickets at the Front Desk for a modest fee, as can off-campus students. Current prices are \$4 for breakfast, \$6 for lunch, and \$10 for dinner (tax and tip included).

## The Snack Bar

For those few who believe that unquiet meals make ill digestions, or for those who just aren't on the meal plan, there is a snack bar located in the Barn which offers light fare in a relaxed atmosphere. Alan Badger is this summer's Snack Bar Supervisor. Soda machines are also located in the Barn for late-night refreshment (75¢ a can). Please bring your own mug if you're coming for coffee or tea so we can cut down on paper consumption!

## The Front Desk (ext. 0)

Innkeepers Victoria and Edward Brown serve as Bread Loaf's Folks in the Know and can assist you with just about everything. They themselves are assisted by Peter Newton, Nate Burt (who doubles as the Bread Loaf Taxi Driver), and Heather Best (who doubles as the Bookstore Manager). This crew will do their best to answer your questions; they also serve as check-cashers, mail-managers, switchboard-switchers, and sporting-good-specialists.

## Q: Why is Paradise at the Front Desk?

A: Because that's where all lost items should be taken. That way, they have a far better chance of becoming found items.

## Bread Loaf Taxi

The afore-mentioned Nate Burt will safely transport passengers to and from the bustling burg of Middlebury every Tuesday, Wednesday, and Friday afternoon. The blue van will leave from the front porch of the Inn at 2 p.m. sharp and return from the downtown Middlebury post office at 4 p.m. sharp. Your thankful smile and gracious demeanor are the only charge for this pleasant excursion.

## The Bread Loaf Office (ext. 29 or 83)

Afore-mentioned Elaine Hall and Marilyn Delaney keep the whole Bread Loaf operation on track from the back of the Inn. They also schedule appointments for Director Jim Maddox. This year's student office assistant and copier-operator is Joan Meyer. Woody (a.k.a. "Douglas Woodsum") and his veteran henchmen Steve Duffy and Mark Wright serve as Assistants to the Director and work fervently to make all the magic happen.



## Davison Library (ext. 39 or 40)

Brent Goeres, Barbara Lynch, Judy Watts, and Chris Brady await your frequent visits in Davison Library this summer. Whether you're coveting a cozy fireplace by which to relax, searching out a "text" of the *Crumb* for deconstructive "analysis," or just looking for a good book to read, they're the ones who can show you the way. A small videotape library also exists in Davison; tapes can be watched in the Milkhouse (next to the Barn) after reserving a time with the librarian. Also be on the lookout for special exhibits during the course of the summer. The Library will be open from 8 a.m. to midnight daily.

## Computer Center (ext. 41)

Down under Davison library, the "Apple Cellar" features a number of computers and printers to allay your cyberspatial inclinations. It also has an air conditioner, which makes it a happening place to be on hot and humid days. Apple Cellar Director Caroline Eisner, a noted local ocarina virtuosa, leads a crew of student assistants (James Mason, Greg Applestein, and Suzanne Price, with two more to be announced, too) to help ensure that it's all user-friendly and that the mice don't bite when you click them. Rocky Gooch, the Telecommunications Director of the Bread Loaf Rural Teacher Network, and Robert Loggeman, the Director of BreadNet, will also be on hand to help get you hooked up to and hooked on the electronic information highway. Laserwriter services are available for 10¢ a page. Normal operating hours begin tomorrow; check the attached schedule for times. Workshops and training sessions on a number of computer-related topics will be announced throughout the term, so read your *Crumbs* diligently.

## Bread Loaf Bookstore (ext. 59)

Under the fire escape out behind Annex, you'll find a green door that leads into the world of afore-mentioned Heather Best, Bread Loaf's Bookstore Manager. You'll find all sorts of sundry items for sale down there, from textbooks to notebooks to bug spray. The store will remain open from 9 to 4 today and tomorrow. Thenceforth, the schedule will return to regular hours, which are listed on the attached schedule. Heather implores that you resist the urge to purchase books for courses other than their own, at least until all students have had a chance to buy the texts they need for their classes. This includes courses which you may be auditing.

## Launder Yonder

The Bread Loaf community washes and dries its laundry in the small white building adjacent to the Barn parking lot. Laundry machines are 75¢ per load; change is available at the Front Desk. Please be patient with the machines, as they don't always start right away. Verbal therapy has been known to cure this problematic procrastination, but physical therapy will only trigger the machine's automatic shutdown mechanism and light up the "TILT" sign.

## Linen Lowdown

Linen service subscribers may pick up their sheets and towels today at the afore-mentioned Front Desk. Henceforth, linen exchange will occur at a time and place to be announced (normally around lunchtime behind the Inn).

## Mail Methodology

The Front Desk also doubles as the Bread Loaf Rural Station Post Office. Mailboxes are assigned on a carefully calculated 1:2 box/student ratio, so exercise similar care when sorting through your mail. Incoming mail should be in your box by 10-ish each morning; outgoing mail is collected at 4:00 p.m. U.P.S. shipments should be dropped off between 9 and noon on Monday through Saturday. Outgoing letters and cards should be dropped into the mailslot (in the door to the left of the mailboxes). Stamps can also be purchased at the Front Desk.

## Check-Cashing

Unless the bank has been broken, the Front Desk can cash checks for up to \$50 during most business hours. Please make your checks payable to "Middlebury College" and write your student I.D. number on the front.

## Child Care (Croutons, 388-4163)

For those with offspring, Bread Loaf offers a child care service lovingly known as Croutons. This year's Head Croutoneer is Marian Litz; she will be assisted by Karen Pomeroy and Denise Foltz. Children can be registered beginning tomorrow morning at the Crouton's playground (alongside Dragon's Den down Route 125).

## Telephone Tips

You can call any campus extension by dialing that number on the beige campus phones in each dorm. Local calls can be made by dialing 9 and then the number. Calling card calls may be placed by dialing 9-1-800-and the number of the service (please remember the 9; otherwise you'll ring up the ladies in Tamarack at extension 18!). Collect and third-party calls which cannot be placed via an 800 number can be handled by the switchboard operators (dial 0).

As the Bread Loaf phone system has a very limited number of available lines, please cut to the chase in conversation and keep your off-campus calls brief so that others may get an outside line. For those who feel the need to burn the wires 'twixt hither and yon, public payphones are placed strategically in the Inn, in Gilmore, outside beside the laundromat, and on the first floor of the Barn classroom area.

Please observe the posted switchboard hours when using the dormitory phones, and ask your incoming callers to observe them as well. Also, be forewarned that your call may be curtailed when the switchboard transfers service at the end of its available hours. Emergency calls, of course, will be routed through to the Innkeepers at any time.

## Faxes and Photocopies

The Bread Loaf Office also serves as the local copy shop for course-required hand-outs *only*. For the first time ever, a self-service pay-per-copy machine has been placed in the library for all student duplicating demands.

The Bread Loaf Office also serves as the local fax outlet. Outgoing items cost \$1.00 a page. If you anticipate receiving a fax, please see Elaine to make arrangements; there is no fee for fielding an incoming fax. The Office is often a bustling beehive of activity, so please limit your faxing to items of importance.



## Parking Provisions

Please park your vehicle only in the designated parking area near the Barn when on the main campus. Vermont State Law prohibits parking at all times along Route 125. Do not park behind the Inn or on the road behind Larch as you will obstruct food delivery and emergency vehicles and basically gum up the works.

## Joggers and Bikers Beware

Walking, jogging, and biking alongside Route 125 can be quite dangerous, so please exercise extreme caution. The Front Desk will gladly offer safer alternatives for those who wish to exercise outdoors. Bikers should keep their cycles locked at all times (except when being ridden, of course) due to the local Bicycle Black Marketeers, who have succeeded in stranding several careless cyclists each summer. Bicycles are not allowed in dorm hallways, doorways, porches, or fire escapes for reasons which should be obvious to mature adults.

## Fitness Facilities

Daily intramural soccer and volleyball games should begin shortly; if you yourself have a hankering to be a Recreational Instigator, talk to Woody or ask the Head Waiters to make a mealtime announcement for prospective players. Sunday afternoon softball games are a vital Bread Loaf tradition, as are the ever-expanding Ultimate Frisbee matches. A tennis tournament ("Wimbleloaf") will take place later in the summer. The Front Desk has some sports equipment available for public use (volleyballs, a croquet set, and the odd - very odd - tennis racquet); they also have trail maps and guidebooks for hip hikers and happy campers.

The downtown Middlebury Campus offers an Olympic-size swimming pool and an extensive fitness center with both aerobic (Stairmasters, rowers, treadmills, and bicycles) and weight-training (freeweights and Nautilus) equipment; schedules and phone numbers are on the back page. You *must* bring your I.D. for admission to the downtown facilities.

## Smokeless Zone

Due to Vermont's strict anti-smoking regulations, cigarette puffing is prohibited in all public areas, particularly the Inn lobby and dining hall. Campus smoke detectors are sensitive and might be set off by cigarette smoke; if this happens to unlucky you, air out your room and fan the smoke away from the alarm. If the darn thing persists in attracting attention to your predicament, contact the Front Desk. If the alarm beeps, buzzes, chirrups, or twitters intermittently, it's simply telling you it needs new batteries. The Front Desk will gladly assist in correcting the problem.

Hot plates and coffee makers are contraband items at Bread Loaf due to fire hazard, and should they be found in your room, they will be commandeered and sold off cheap at one of the many local yard sales.

## Fire and (Con)Damnation

Alas, owing to a potentially serious chimney fire in the Barn this spring, many of the Bread Loaf fireplaces have been deemed unsafe and boarded up for awhile. Be assured that action is being taken to rectify the situation, but it may require some time. In the interim, pray for warmer evenings.

## Newspaper Notes

Those students who have subscribed to the *New York Times* must pay in full by Wednesday morning at the Front Desk. Subscriptions begin on Thursday, with papers available by noon at the Front Desk.

## All the World's a Stage

This Wednesday at 7:30, open auditions will be held for a number of roles, large and small, in the major summer production, Shakespeare's *As You Like It* (to be directed by Alan MacVey), as well as for parts in two David Mamet plays (to be directed by Ashley Gates): *The Shawl* and *Dark Pony*. Everyone is encouraged to audition. Copies of all three plays are on reserve in Davison Library should you care to look them over. Anyone interested in simply observing the audition process is also welcome to stop by.

A stage manager being sought for the two Mamet plays, as is an assistant stage manager for *As You Like It*. Help is also needed with costumes, sets, props, and lights, so come to auditions (or stop by the Theater during the day) and let the crew know that you'd like to get in on the action.

Even if you're not involved in the mounting of the plays, you are always invited to stop by the theater and watch rehearsals in the evening. This is one of the most unusual things about Bread Loaf theater — you can witness firsthand the dramatic evolution of the play from page to stage. Don't miss out on it.

## Heaven on Earth

Would-be astronomers, learn'd or not, are welcome to wander off into the mystical moist night-air and look up in perfect silence at the stars with the School telescope, which is available for public use at the Front Desk. Bring your I.D. to borrow it.

## Applause and Appreciation

Many, many, many thanks to Bread Loaf Caretaker Leo Hotte and his grounds crew and maid staff for their extraordinary efforts in preparing the campus for the summer session following this past weekend's successful 75th Anniversary Reunion.

## Recycling

Environmental awareness is *de rigueur* in a setting as pristine as Bread Loaf's. Please pay it the appropriate respect by utilizing the recycling bins placed around campus. Newsprint and computer paper are picked up regularly; soda cans and bottles can be brought to the Barn Snack Bar. The Great Spirit appreciates your efforts.

## The Crumb

Speaking of recycling... The *Crumb*, that humble publication you're regarding with such intense scrutiny and bemusement right this very instant, appears like a riddle wrapped in a mystery inside an enigma (often with quotes whose authors the editor dares you to divulge) on a daily basis on tables at lunch-time, at the Front Desk, and at the Library in order to provide the entire Bread Loaf community with the new news at the new court, along with other announcements, observations, and occasional departures of a more provocative and/or creative bent so various, so beautiful, so new, some of which you may, if you so wish, devise with wit and write with pen yourselves for submission at the Front Desk by 8:30 a.m. that very same day.

## BREAD LOAF HOURS

<b>Front Desk</b> ext. 0	Monday - Saturday Sunday	8 a.m. - 8 p.m. 9 a.m. - 1 p.m. 5 p.m. - 8 p.m.
<b>Switchboard</b>	Monday - Saturday Sunday	8 a.m. - 11 p.m. 9 a.m. - 1 p.m. 5 p.m. - 11 p.m.
<b>Meals</b>	Monday - Friday  Saturday, Sunday	Breakfast: 7:30 - 8 a.m. Lunch: 1 - 1:15 p.m. Dinner: 6 - 6:15 p.m. Breakfast: 8 - 8:30 a.m. Lunch: 1-1:15 p.m. Dinner: 6 - 6:15 p.m.
<b>Snack Bar</b> ext. 43	Daily	7:30 a.m. - 6 p.m. 6:30 p.m. - 11:00 p.m. (Grill closes at 10:30 p.m.; snack bar may close early on Fridays and Saturdays)
<b>Bookstore</b> ext. 59	Mon, Wed, Fri Tues, Thurs	8 a.m. - 11:30 a.m. 10 a.m. - 1 p.m.
<b>Library, ext. 39</b>	Daily	8 a.m. - midnight
<b>Bread Loaf Office</b> ext. 29	Monday - Friday	8ish - lunch 1:45 - 4 p.m.
<b>Apple Cellar</b> ext. 41	Monday - Friday Saturday Sunday	8:30 a.m. - midnight 9 a.m. - 6 p.m. 9 a.m. - midnight
<b>Infirmery</b> ext. 14	Monday - Friday Saturday, Sunday	8 a.m. - 4 p.m. 10 a.m. - 4 p.m.
<b>Field House and Fitness Center</b> (388-3711 x.5840)	Monday - Friday Saturday, Sunday	Noon - 8:00 p.m. Noon - 5:30 p.m.
<b>Swimming Pool</b> (at McCullough) (388-3711 x.5246)	Monday - Saturday  Sunday	7 - 9 a.m. adults only 11 a.m. - 1 p.m. general swim 3 p.m. - 5 p.m. general swim 8 p.m. - 10 p.m. adults only 3 p.m. - 5 p.m. general swim 8 p.m. - 9:30 p.m. adults only



# 1994 Schedule of Classes

All classes will be held in the Barn except where otherwise noted. Barn East is to the right-hand side of the Barn and is reached via the stairway on the side of the building. Barn A is on the left-hand side of the Barn; follow the short walkway around to the door. The Inn Seminar room is behind the Inn; the entrance is across from the Burgess Meredith Theater.

Please cooperate with our request that there be **no smoking** in the classrooms.

<u>Time</u>	<u>Course</u>	<u>Professor</u>	<u>Classroom</u>
<b>8:30</b>	11. Power/Sublime in Romantic Poetry	Ms. Armstrong	1
	19. Chaucer	Mr. Fleming	2
	172. Writing Across the Universe...	Mr. Armstrong/Ms. Cazden	3
	215. African American Women...	Ms. Royster	6
<b>8:30 - 10:15 Tuesday, Wednesday, Friday</b>			
	219. The Dramaturg's Perspective (NEH)	Mr. Cadden	A
<b>9:30</b>	17. History & Theories of Writing	Ms. Lunsford	6
	28. Shakespearean Tragedy	Ms. Wofford	3
	34. The Nineteenth-Century British Novel	Mr. Wood	1
	211. Native American Literatures..	Ms. Wong	2
<b>10:00-12:30 Monday, Thursday</b>			
	218. The Actor's Perspective (NEH)	Ms. MacVey	A
<b>10:30</b>	16. Old English Language	Mr. Fleming	4
	62. Modern American Poetry	Mr. Stepto	1
	110. Women's Writing From the Margins	Ms. Armstrong	3
	137. Racial Perceptions...	Ms. Babb	6
	162. Literacy Across & Beyond the Curriculum	Mr. Royster	5
	216. Literary Modernism: Woolf, Faulkner...	Mr. Lezra	2
<b>11:30</b>	39. Contemporary American Short Story	Mr. Huddle	3
	55. Studies in Literary Theory	Mr. Wood	5
	58. American Autobiography	Ms. Wong	6
	102. Spenser, Milton and the Epic	Ms. Wofford	2
	154. Contemporary British Theatre	Mr. Cadden	1
	155. Writing & the Community	Mr. Harmston	4
<b>Monday &amp; Wednesday 2-4:30</b>			
	18. Playwriting	Mr. Clubb	Barn East
	73. Romantic Poetry & Its Inheritors	Mr. Pack	1
	108. Modern Irish Literature	Mr. Luftig	3
	156. Writing for Publication...	Ms. Lunsford	5
<b>Monday, Thursday 2-5:00</b>			
	129. Acting Workshop	Ms. MacVey	A
	213. The Director's Perspective	Mr. MacVey	6
<b>Tuesday &amp; Thursday 2-4:30</b>			
	60. Shakespeare: Performing the Self...	Mr. Benston	1
	109. Fiction of Empire & Break Up of Empire	Ms. Sabin	2
<b>Tuesday &amp; Friday 2-4:30</b>			
	5. Poetry Writing	Ms. Oles	Barn East
	6. Fiction Writing	Mr. Huddle	Inn Seminar
	168. Writing the Watershed	Mr. Elder	3

**LETTERS TO THE FACULTY**



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

July 14, 1994

To: Bread Loaf Faculty

From: Jim Maddox *Jim*

Accompanying this memo you will find a message to Bread Loaf students concerning the Independent Reading Project. Each year a small number of students carry out these projects over the course of the academic year and then complete the work under the supervision of a Bread Loaf faculty member during the summer.

If a student approaches you this summer about the possibility of an Independent Project and you have the time to advise him or her, you should assist the student in assembling a bibliography and in writing a prospectus for a paper of some 30-35 pages in length. (A perhaps unnecessary word of advice: the greatest problem in the past has been the very general definitions of the topics.)

**The project should grow out of the course in which you have taught the student, or out of a course that the student has already taken at Bread Loaf. A prerequisite for my approval of the project is the grade of A- or better in the relevant course.**

The student will submit a draft of the completed project to the Bread Loaf office in April of next year. I will then ask an appropriate member of the 1995 faculty to read and comment on the draft. The student will then show up at one of the Bread Loaf campuses next June, revised draft in hand, and will take the paper through one last step of rethinking and revising, working during the summer with the professor who read the draft in April. The grade given the finished paper is the grade for the entire Independent Project.

**It is essential that the April draft of the work pass through the Bread Loaf office; the student should not send the draft directly to the faculty member. The reason for this strict rule is the simple one of ensuring uniformity of procedure for all students.**

Bread Loaf will pay an honorarium to faculty members who take on these projects.

If you have any questions about the Independent Projects, don't hesitate to track me down and ask.





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

July 14, 1994

To: Bread Loaf Students  
From: Jim Maddox *Jim Maddox*  
Subject: Independent Reading Projects

If you wish to undertake an Independent Reading Project over the next academic year 1994-95, please read the following guidelines carefully. You might also consult the current Bread Loaf bulletin, page 6.

The Independent Reading Project is not a guided reading program undertaken with a member of the Bread Loaf faculty as a literary correspondence course. The IRP involves a great deal of original scholarship on the student's part, with faculty supervision only at the beginning and the end of the project. The initial consultation about the IRP is therefore of very great importance.

The IRP should be considered an extension and intensification of work in a field that the student has already explored in a Bread Loaf course: the IRP is intended, therefore, to involve the kind of focused work and scholarship usually required for an M.A. thesis.

You should consult your instructor in the course from which your project takes its impetus in order to assure that the project is a responsible one and that you have received some guidance in shaping a thesis and selecting manageable primary texts and major secondary sources. If you have taken a course in a prior year and received an A- or higher from an instructor not now on the faculty, you should consult with a faculty member currently teaching in that area.

Before arranging an appointment with a faculty member, prepare a draft of your proposed subject and a list of the primary texts and secondary sources you intend to explore. Your instructor will assist you in focusing your subject or will suggest additional readings, but you should not expect him or her to devise the project for you.

When you and your instructor have reached agreement on the proposed topic, you should compose a two-page prospectus; ask the instructor to sign the prospectus, then turn it in to the Bread Loaf office. These arrangements **must** be completed by Friday, August 5. This procedure verifies that the faculty member has reviewed the topic and finds that it is one that could be managed in an essay of approximately 30-35 pages. It does not mean that the instructor will provide any further advice during the subsequent academic year or accepts any responsibility for reading it the following summer.

I will review your proposal in the fall after your grade in the course and your faculty's comments have been recorded. I will approve your project only if your grade is high enough (A- or better) to suggest that you can undertake the project on your own with every expectation of success.

You should **not** solicit further guidance from any faculty member after the Bread Loaf session. I will be happy to discuss any problems that arise as you begin writing, especially if your thesis changes direction or moves to a more precise focus after you have completed your reading.

You must submit by April 1, 1995, a draft of your project as well as a report on any changes in your reading list; send this draft to Elaine Hall at the Bread Loaf office. (Incidentally, since the entire process from this stage onward involves essentially the multiple revising of drafts, you would be best advised to locate a word-processor you can use if you don't already have one.) If the project appears to be developing satisfactorily, you will at that time be enrolled in the IRP for the coming summer session and charged for a third course (unless the IRP is to be considered as one of your two courses for the summer). The IRP has the same cost as a normal Bread Loaf course.

On registration day, you must submit a revised draft of your project to the Bread Loaf office. I will then forward a draft to the member of the 1995 faculty who will serve as your reader. If you do not submit a draft, your project will be automatically canceled and you will not be billed if you were taking the IRP as a third course. If you continue, you will work with your reader during the course of the summer to revise and refine the project and to incorporate the faculty member's suggestions into the work. This may involve some additional reading, but the major emphasis will be on the revision of what you have already written. Your final grade for the project will be determined by the faculty reader. As with all courses at Bread Loaf, your grade must be a B- or better to earn three credits.

## BREAD LOAF SCHOOL OF ENGLISH - 1994

### SALARY AND TAX INFORMATION

#### GENERAL:

Summer faculty and staff members are paid in two installments. The first payment is made about midway through the session, and the second at the end of the session.

Form W-4 (withholding exemptions) should be returned to the Bread Loaf office as soon as possible so that there will be no delay in processing your salary check.

#### OTHER INFORMATION:

##### TRAVEL ALLOWANCE

Travel allowance will be paid by check separate from your salary payments. Although travel allowance payments are not subject to withholding taxes, they are subject to income tax, and consequently the College is required to report these payments to the Internal Revenue Service on your W-2 statement. You can claim allowance deductions on your tax return to offset this income.

Travel allowance checks will not be ready upon arrival this year. You will be able to pick them up from Elaine the beginning of July. Before receiving your travel check, you must verify with Elaine and sign the Employment Eligibility Verification (Form I-9). Please be sure to bring identification (driver's license, Social Security card, birth certificate, U.S. Military Card, passport - any two will be fine.)

##### FEDERAL AND STATE WITHHOLDING TAXES

Salary payments are subject to Federal income and Social Security taxes. Those of you with two or more employers for 1994, who will have more than the maximum FICA tax withheld by law, will be able to recover the excess when filing your 1994 Federal Income Tax Return. The College is required to withhold Vermont Income Tax whether or not you are a year-round resident of Vermont. If you are a non-resident, you should file a Vermont Non-Resident Income Tax return to recover excessive state taxes withheld. Please contact the Vermont tax office at 802-828-2515 after December 1994 if you desire this form.



# Form W-4 (1994)

## Want More Money In Your Paycheck?

If you expect to be able to take the earned income credit for 1994, you can have part of it added to your take-home pay. For details, get Form W-5 from your employer.

**Purpose.** Complete Form W-4 so that your employer can withhold the correct amount of Federal income tax from your pay.

**Exemption From Withholding.** Read line 7 of the certificate below to see if you can claim exempt status. If exempt, complete line 7; but do not complete lines 5 and 6. No Federal income tax will be withheld from your pay. Your exemption is good for 1 year only. It expires February 15, 1995.

**Note:** You cannot claim exemption from withholding if (1) your income exceeds \$600 and includes unearned income (e.g., interest and dividends), and (2) another person can

claim you as a dependent on their tax return.

**Basic Instructions.** Employees who are not exempt should complete the Personal Allowances Worksheet. Additional worksheets are provided on page 2 for employees to adjust their withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply to your situation. The worksheets will help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances than this.

**Head of Household.** Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals.

**Nonwage Income.** If you have a large amount of nonwage income, such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES.

Otherwise, you may find that you owe additional tax at the end of the year.

**Two Earners/Two Jobs.** If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. This total should be divided among all jobs. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

**Check Your Withholding.** After your W-4 takes effect, you can use Pub. 919, Is My Withholding Correct for 1994?, to see how the dollar amount you are having withheld compares to your estimated total annual tax. We recommend you get Pub. 919 especially if you used the Two Earner/Two Job Worksheet and your earnings exceed \$150,000 (Single) or \$200,000 (Married). Call 1-800-829-3676 to order Pub. 919. Check your telephone directory for the IRS assistance number for further help.

## Personal Allowances Worksheet

<b>A</b> Enter "1" for <b>yourself</b> if no one else can claim you as a dependent . . . . .	<b>A</b> _____
<b>B</b> Enter "1" if: <ul style="list-style-type: none"><li>• You are single and have only one job; or</li><li>• You are married, have only one job, and your spouse does not work; or</li><li>• Your wages from a second job or your spouse's wages (or the total of both) are \$1,000 or less.</li></ul>	<b>B</b> _____
<b>C</b> Enter "1" for your <b>spouse</b> . But, you may choose to enter -0- if you are married and have either a working spouse or more than one job (this may help you avoid having too little tax withheld) . . . . .	<b>C</b> _____
<b>D</b> Enter number of <b>dependents</b> (other than your spouse or yourself) whom you will claim on your tax return . . . . .	<b>D</b> _____
<b>E</b> Enter "1" if you will file as <b>head of household</b> on your tax return (see conditions under <b>Head of Household</b> above) . . . . .	<b>E</b> _____
<b>F</b> Enter "1" if you have at least \$1,500 of <b>child or dependent care expenses</b> for which you plan to claim a credit . . . . .	<b>F</b> _____
<b>G</b> Add lines A through F and enter total here. <b>Note:</b> This amount may be different from the number of exemptions you claim on your return ▶	<b>G</b> _____

For accuracy, do all worksheets that apply.

- If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2.
- If you are **single** and have **more than one job** and your combined earnings from all jobs exceed \$30,000 OR if you are **married** and have a **working spouse or more than one job**, and the combined earnings from all jobs exceed \$50,000, see the Two-Earner/Two-Job Worksheet on page 2 if you want to avoid having too little tax withheld.
- If **neither** of the above situations applies, **stop here** and enter the number from line G on line 5 of Form W-4 below.

----- Cut here and give the certificate to your employer. Keep the top portion for your records. -----

Form <b>W-4</b> Department of the Treasury Internal Revenue Service		<b>Employee's Withholding Allowance Certificate</b>		OMB No. 1545-0010 <b>1994</b>	
▶ For Privacy Act and Paperwork Reduction Act Notice, see reverse.					
1 Type or print your first name and middle initial		Last name		2 Your social security number	
Home address (number and street or rural route)		3 <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married, but withhold at higher Single rate. <b>Note:</b> If married, but legally separated, or spouse is a nonresident alien, check the Single box.			
City or town, state, and ZIP code		4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for more information. . . . ▶ <input type="checkbox"/>			
5 Total number of allowances you are claiming (from line G above or from the worksheets on page 2 if they apply) .		5			
6 Additional amount, if any, you want withheld from each paycheck . . . . .		6		\$	
7 I claim exemption from withholding for 1994 and I certify that I meet <b>BOTH</b> of the following conditions for exemption: • Last year I had a right to a refund of <b>ALL</b> Federal income tax withheld because I had <b>NO</b> tax liability; <b>AND</b> • This year I expect a refund of <b>ALL</b> Federal income tax withheld because I expect to have <b>NO</b> tax liability. If you meet both conditions, enter "EXEMPT" here . . . . . ▶		7			
Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.					
Employee's signature ▶		Date ▶ , 19			
8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS)		9 Office code (optional)		10 Employer identification number	

## Deductions and Adjustments Worksheet

**Note:** Use this worksheet only if you plan to itemize deductions or claim adjustments to income on your 1994 tax return.

1	Enter an estimate of your 1994 itemized deductions. These include: qualifying home mortgage interest, charitable contributions, state and local taxes (but not sales taxes), medical expenses in excess of 7.5% of your income, and miscellaneous deductions. (For 1994, you may have to reduce your itemized deductions if your income is over \$111,800 (\$55,900 if married filing separately). Get Pub. 919 for details.)	1	\$
2	Enter: $\left\{ \begin{array}{l} \$6,350 \text{ if married filing jointly or qualifying widow(er)} \\ \$5,600 \text{ if head of household} \\ \$3,800 \text{ if single} \\ \$3,175 \text{ if married filing separately} \end{array} \right\}$	2	\$
3	Subtract line 2 from line 1. If line 2 is greater than line 1, enter -0-	3	\$
4	Enter an estimate of your 1994 adjustments to income. These include alimony paid and deductible IRA contributions	4	\$
5	Add lines 3 and 4 and enter the total	5	\$
6	Enter an estimate of your 1994 nonwage income (such as dividends or interest)	6	\$
7	Subtract line 6 from line 5. Enter the result, but not less than -0-	7	\$
8	Divide the amount on line 7 by \$2,500 and enter the result here. Drop any fraction	8	
9	Enter the number from Personal Allowances Worksheet, line G, on page 1	9	
10	Add lines 8 and 9 and enter the total here. If you plan to use the Two-Earner/Two-Job Worksheet, also enter this total on line 1, below. Otherwise, stop here and enter this total on Form W-4, line 5, on page 1.	10	

## Two-Earner/Two-Job Worksheet

**Note:** Use this worksheet only if the instructions for line G on page 1 direct you here.

1	Enter the number from line G on page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet)	1	
2	Find the number in Table 1 below that applies to the <b>LOWEST</b> paying job and enter it here	2	
3	If line 1 is <b>GREATER THAN OR EQUAL TO</b> line 2, subtract line 2 from line 1. Enter the result here (if zero, enter -0-) and on Form W-4, line 5, on page 1. <b>DO NOT</b> use the rest of this worksheet	3	

**Note:** If line 1 is **LESS THAN** line 2, enter -0- on Form W-4, line 5, on page 1. Complete lines 4-9 to calculate the additional withholding amount necessary to avoid a year-end tax bill.

4	Enter the number from line 2 of this worksheet	4	
5	Enter the number from line 1 of this worksheet	5	
6	Subtract line 5 from line 4	6	
7	Find the amount in Table 2 below that applies to the <b>HIGHEST</b> paying job and enter it here	7	\$
8	Multiply line 7 by line 6 and enter the result here. This is the additional annual withholding amount needed	8	\$
9	Divide line 8 by the number of pay periods remaining in 1994. (For example, divide by 26 if you are paid every other week and you complete this form in December 1993.) Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck	9	\$

Table 1: Two-Earner/Two-Job Worksheet

Married Filing Jointly				All Others			
If wages from <b>LOWEST</b> paying job are—	Enter on line 2 above	If wages from <b>LOWEST</b> paying job are—	Enter on line 2 above	If wages from <b>LOWEST</b> paying job are—	Enter on line 2 above		
0 - \$3,000 . . . . .	0	39,001 - 50,000 . . . . .	9	0 - \$4,000 . . . . .	0		
3,001 - 6,000 . . . . .	1	50,001 - 55,000 . . . . .	10	4,001 - 10,000 . . . . .	1		
6,001 - 11,000 . . . . .	2	55,001 - 60,000 . . . . .	11	10,001 - 14,000 . . . . .	2		
11,001 - 16,000 . . . . .	3	60,001 - 70,000 . . . . .	12	14,001 - 19,000 . . . . .	3		
16,001 - 21,000 . . . . .	4	70,001 - 80,000 . . . . .	13	19,001 - 23,000 . . . . .	4		
21,001 - 27,000 . . . . .	5	80,001 - 90,000 . . . . .	14	23,001 - 45,000 . . . . .	5		
27,001 - 31,000 . . . . .	6	90,001 and over . . . . .	15	45,001 - 60,000 . . . . .	6		
31,001 - 34,000 . . . . .	7			60,001 - 70,000 . . . . .	7		
34,001 - 39,000 . . . . .	8			70,001 and over . . . . .	8		

Table 2: Two-Earner/Two-Job Worksheet

Married Filing Jointly				All Others			
If wages from <b>HIGHEST</b> paying job are—	Enter on line 7 above			If wages from <b>HIGHEST</b> paying job are—	Enter on line 7 above		
0 - \$ 50,000 . . . . .	\$370			0 - \$ 30,000 . . . . .	\$370		
50,001 - 100,000 . . . . .	690			30,001 - 60,000 . . . . .	690		
100,001 - 130,000 . . . . .	760			60,001 - 110,000 . . . . .	760		
130,001 - 220,000 . . . . .	880			110,001 - 220,000 . . . . .	880		
220,001 and over . . . . .	970			220,001 and over . . . . .	970		

**Privacy Act and Paperwork Reduction Act Notice.**—We ask for the information on this form to carry out the Internal Revenue laws of the United States. The Internal Revenue Code requires this information under sections 3402(f)(2)(A) and 6109 and their regulations. Failure to provide a completed form will result in your being treated as a single person who claims no withholding allowances. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, and the District of Columbia for use in administering their tax laws.

The time needed to complete this form will vary depending on individual circumstances. The estimated average time is: **Recordkeeping** 46 min., **Learning about the law or the form** 10 min., **Preparing the form** 69 min. If you have comments concerning the accuracy of these time estimates or suggestions for making this form more simple, we would be happy to hear from you. You can write to both the **Internal Revenue Service**, Attention: Reports Clearance Officer, POC:FP, Washington, DC 20224; and the **Office of Management and Budget**, Paperwork Reduction Project (1545-0010), Washington, DC 20503. **DO NOT** send the tax form to either of these offices. Instead, give it to your employer.





## Drug-Free Workplace Policy Statement

Drug and alcohol use are highly detrimental to the safety and effectiveness of employees in the work place. No employee may either use or be under the influence of any illicit drug or alcohol while in the work place, while on duty, or while operating a vehicle or equipment owned or leased by the College.

As a recipient of federal grant monies, the College fully supports and complies with the provisions of the Drug-Free Workplace Act of 1986 and the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226. One of the provisions of these laws requires employees to notify the College within five days of a conviction for violating any criminal drug law by an action in the workplace.

Possessing, manufacturing, distributing, transferring, purchasing, selling, using, or being under the influence of alcoholic beverages or illegal drugs while on College property, while attending business-related activities, while on duty, or while operating a vehicle or machine leased or owned by the College may lead to disciplinary action, including suspension without pay or discharge.

Physician-prescribed medications are permitted, provided they do not adversely affect job performance or the safety of the employee or other individuals in the work place.

The College recognizes that employees may wish to seek professional assistance in overcoming drug or alcohol problems. The Employee Assistance Program and employee medical benefit plans can be beneficial to employees seeking assessment and treatment. For more information on the EAP program and other benefits please contact a representative in the Personnel Office or your supervisor.

Employees who voluntarily admit to having drug or alcohol problems which have not resulted in disciplinary action may be eligible for unpaid time off to participate in a rehabilitation program. Such a leave will be granted if the employee abstains from use of the problem substance while on leave, abides by all policies, rules, and prohibitions relating to conduct in the work place, and if the College suffers no undue hardship as a consequence of granting the leave.



BREAD LOAF SCHOOL OF ENGLISH

Health Care for Summer Faculty and Staff  
Middlebury College - Cornwall Clinic

Telephone: 388-7946, ext. 14

The nurse at the Cornwall Clinic has as her primary responsibility the provision of health care to the students enrolled in the Bread Loaf School of English. Summer session faculty and staff who are not regular residents of Middlebury, and who do not have established ties with local caregivers may utilize certain resources at the Cornwall Clinic.

Health care for faculty and staff is not as extensive as that provided for students and when her schedule permits, a nurse will examine and treat health problems listed below.

- \* Basic first aid (care of uncomplicated blisters, scrapes, sunburns, etc.);
- \* Assessment and treatment of uncomplicated, minor health problems e.g., colds, headaches, insect bites, menstrual cramps, digestive disorders;
- \* Blood pressure checks;
- \* Referral to local health caregivers

Those who choose to use these services will be required to complete a health history form. No services other than basic first aid are provided for children.

Clinic hours: Monday - Friday: 8 a.m. to 4 p.m.  
Saturday & Sunday: 10 a.m. to 4 p.m.

Emergencies After-hours: If you need medical attention after-hours, proceed to Porter Medical Center which is located on South Street in Middlebury.

Serious Emergencies: In situations perceived as life threatening or serious medical emergencies, such as difficulty in breathing, significant loss of blood, unconsciousness, or back and neck injuries, call the Middlebury Volunteer Ambulance Service at 388-3333. PERSONS WITH NECK OR SPINE INJURIES SHOULD NEVER BE MOVED.

If you need to speak to a counselor after-hours, call Counseling Service of Addison County at 388-6751 or 388-7641.

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You are responsible for the payment of all fees incurred for medical visits to Porter Medical Center and other hospitals, laboratory tests, x-rays, hospitalization, care by physicians, ambulance services, etc. Middlebury College offers only the above listed health care services at the Cornwall Clinic and does not provide medical or accident insurance for faculty and staff.

Please see list of health care providers on back page.

LOCAL CAREGIVERS:

DENTISTS:

John Carlson	388-6344	(Oral surgeon)
James Daly	388-4432	
Harvey Green	388-2727	
David Hills	388-7045	
John Langfeldt	388-6404	
Bart Larrow	388-7251	
Jason & Joseph Wark	388-2222	(Orthodontists)

DERMATOLOGIST:

W. Landon Dennison	388-2879	(Two Tuesdays a month)
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EYE DOCTORS:

William Eichner	388-6565
Clement Gagne	388-2811
Michael Gallagher	388-2119

EAR, NOSE, & THROAT:

Patrick Stine	388-7037
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FAMILY PRACTICE:

Clark Bryant	388-7185
Timothy Cope	388-6777
William Fifield	388-6777

INTERNISTS:

Theodore Collier	388-2879
Robert LaFiandra	388-7445
Stanley Shapiro	388-9884

OB/GYN:

Alan Ayer	388-6347
James Malcolm	388-6326
Planned Parenthood	388-2765

PEDIATRICIANS:

Jody Brakeley	388-7959
Jack Mayer	388-1338
Wayne Peters	388-7959

COUNSELORS:

Marion Bauer	388-7195	Grace McGrath	388-6013
Gerald Cecere	388-3137	Carol McKnight	388-6227
Counseling Service of		Nina Miller-Levine	453-5067
Addison County	388-6751	Paula Nath	388-3025
Betsy/Bill Dowdall	388-3644	Patricia Noll	388-0933
Justine Logan	388-7528	Donald Rahelich	388-3137
Faith Lowell	388-3056	John Vojtisek	388-3666
Chip Mayer	388-3441		

PSYCHIATRISTS:

Chuck King	388-4174
Robert Pierattini	388-3137



MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

*20 June 1994*

*You are cordially invited to an opening reception at Freeman  
Cottage at 5:00 on Tuesday, 21 June.*

*Jim Maddox*





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

June 21, 1994

Dear Colleague:

This letter is addressed to all Bread Loaf faculty. A variant of this letter will be familiar to returning colleagues, but it would be nice if you would refresh your memory about our grading strategies anyway.

Your grading at Bread Loaf should in general reflect the grading you do at your home institution for students in a Master's program. In general, grades from A (or, in very exceptional cases, A+) to A- should indicate a distinguished performance. Grades from B+ to B- cover a fairly broad range, from quite good work (B+) to passing but undistinguished work (B-). C is a grade for work that does not merit a pass. F is for a total failure in the course, usually reflecting a failure to finish the work.

Final grades at Bread Loaf in recent years suggest that as a normal expectation, at least half of them will be A- or better. This high range of grades is not necessarily desirable, but it has become fairly common; I certainly have no policy against rigor in grading. First-year students do not always do as well as their more experienced Bread Loaf peers, but many surprise us in impressive ways.

More important than the grades on the transcript are the comments I ask you to write on each student at the time you submit your grades. These judgments become a part of the School's records and are helpful in determining whether to readmit a student and in the preparation of letters of recommendation, a massive number of which we write for the students every year. I attach a statement of School policy regarding these comments since they are included under the Family Education Rights and Privacy Acts of 1974.

Some kind of early paper could help spot trouble - a weak student, a miscalculation in the demands of the course, etc. Most members of the faculty in literature assign a six- to eight-page paper due about July 15; another about July 29. That observation carries nothing prescriptive about it.

We have in recent summers become plagued with late papers and excuses for extensions. It's definitely a good idea to announce your policy on due dates early on. Community casualness in regard to deadlines can create problems you don't need in August. On behalf of the students, I ask that any papers not ready by the end of classes be given to Elaine or Marilyn for mailing if the student has left before Commencement. All comment cards **must** be turned in prior to your departure.

Most students at Bread Loaf should achieve a grade of B without difficulty. Clearly the crucial grade is B-. If a weak first-year student has made good progress and you believe that he or she could become a Master's candidate at Bread Loaf, it is reasonable to give a grade of B-. If returning students have in your judgment been done a disservice by being reaccepted, please do not make the problem of termination more difficult by awarding B's when the students

should not be encouraged to continue. Think of yourself and your next summer's colleagues--and, needless to say, the student.

B- is a probationary grade. This grade is your recommendation that a student be readmitted the following summer on probation. If he or she then fails to achieve B or better in both courses, we will not readmit. A Bread Loaf faculty member can no longer in this age of academic litigation give a student a passing grade and then suggest in confidence that I not readmit her or him. You can, of course, recommend, but I have little choice but to readmit on probation. If the School faces the problem of the marginal student early in his or her Bread Loaf career, we (I, you, he and she) can be spared much anguish at Commencement time.

Enclosed is a list of first-year students. Please give them a particularly careful scrutiny for their sake and yours.

I will be glad to discuss with you problems of student workload, grading, and standards of the School.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jim", is written above the printed name.

James H. Maddox  
Director

JHM/elh



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

June 21, 1994

TO: Faculty

FROM: Jim Maddox *Jim*

RE: Auditors

We have advised students that no auditors are permitted in writing courses, afternoon seminars and workshops. You are, of course, free to admit auditors to any of your courses; you should simply recognize that if you do so in courses in the above categories, you may possibly receive complaints from students we've already waved off.

Although students are encouraged to audit an additional literature course, auditing means simply attending class unless you invite participation. Some teachers find it best to open class discussions only to those students formally enrolled. Each year there are a few complaints about courses in which auditors dominate the discussion and create some morale problems. But you should consider the decision on auditor participation to be entirely your own.

JHM/elh



Dear Faculty,

6/20/94

Welcome to Bread Loaf. The following information may be helpful to you this summer.

Treman Cottage is always open to faculty, their spouses and guests. Before lunch and dinner every day we provide Vermont Cheddar, crackers, mixers and ice. Coffee is available after dinner. Labels and markers are located at the marble bar. Please label your food and drink, so others will know it is yours. If you inform your guests of these policies, then they will not inadvertently consume somebody's special kiwi juice or beer nuts. Come and relax in Treman anytime. I ask only that you conduct student conferences elsewhere.

Desk copies of many books are in Treman. Check with me, Mark Wright, or Steve Duffy if you would like a copy. Mark, Steve, and I are the three assistants to the director. We hope to help you and your families throughout the summer. We can be reached via the front desk of the Inn, and often we hover around Treman.

You and your children are welcome to use the College athletic facilities. Hours for the field house and the pool are available at the front desk and they will also be published in the first issue of The Crumb. Children must be accompanied by an adult and you will be asked to show your college ID. Please ask your children to avoid the barn area during classes(8:30-5:30). Classes are easily disrupted on this quiet campus. After dinner there are frequent volleyball games on the East Lawn. Everyone is invited to play.

There is a children's table in the dining hall. Head waiters Patricia Phaneuf and Dan Robb will assign the best waiters to serve the young.

I would be grateful if you could supply me with the names, ages and expected dates of residence of your children. The meal plan forms attached to this letter can be used to supply this information. Payment is usually made during the last week of the session. Faculty guests must pay for meals at the full rate(\$4,\$6 and \$10). Children pay one half the normal rate.

Hugh Coyle is the editor of the daily newspaper, The Crumb. All Crumb submissions must be received by Hugh by 8:30 a.m. He would appreciate it if you would submit material a day early whenever possible. Announcements may be left for Hugh at the front desk or left with Elaine Hall and Marilyn DeLaney, the friendly and helpful administrative office staff.

This is the seventy-fifth session of Bread Loaf in Vermont. I encourage you to celebrate this place, this school, or those that have made and are still making our community. Yip! Yip! Yip!

Good luck with everything. Mark, Steve and I will try to make the summer a smooth one.

Sincerely, *Woody*

Douglas Woody woods44

## Meal plans faculty children 1994

Children four and under eat free.

Children over four years old have three options:

1. Full session rate: The board charge for students is \$920.00. Faculty children are charged \$460.00. If your child misses one meal consistently (breakfast perhaps?), we can deduct the cost of the missed meal from the final bill according to the following schedule: Breakfast - 20%, lunch - 30%, and dinner 50%. Thus, for example, if your child eats only lunch and dinner in the dining room, the charge for the entire session will be 80% of \$460.00 or \$368.00.

2. Weekly rate: \$77.00. If your child will be here for only part of the session, you can arrange to be billed by the week. As above, if your child misses one meal consistently, then an appropriate percentage of the cost can be deducted.

3. Individual meal rate: Breakfast \$2.00, lunch \$3.00, and dinner \$5.00. Please note that these rates apply only to faculty children. Other faculty guests must pay the normal student rate of four, six, and ten dollars per meal. Please keep an accurate count of all meals eaten.

Bills for the meal plan you have chosen may be paid at the end of the session. I would be happy to meet with you at your convenience to complete the attached form. As always, I will be glad to try to answer any questions you may have.

Thanks for your cooperation,

Woody Woodsum

Meal Plans Faculty Children 1994

Please fill out a separate form for each child over four years of age.

Meals regularly missed:

Breakfast \_\_\_\_\_  
Lunch \_\_\_\_\_  
Dinner \_\_\_\_\_

Meal plans, select one:

1. Full session rate - - - \$460.00

Percentage deducted for meals regularly missed \_\_\_\_\_

Adjusted cost \_\_\_\_\_

2. Weekly rate - - - \$77.00

Percentage deducted for meals regularly missed \_\_\_\_\_

Adjusted cost per week \_\_\_\_\_

Number of weeks \_\_\_\_\_

Total cost \_\_\_\_\_

3. Individual meal rates:

Breakfast - - - \$2.00

Lunch - - - \$3.00

Dinner - - - \$5.00

I agree to count all meals eaten on the individual meal plan.

\_\_\_\_\_  
Signature



BREAD LOAF SCHOOL OF ENGLISH

July 22, 1994

TO: Bread Loaf Faculty Members

FROM: Jim Maddox, Director *Jim Maddox*

Enclosed are the Comment Cards, Grade Rosters, and notation of seniors in your course(s). Would you please verify immediately that every student listed is, in fact, taking your course and that there are no students listed of whom you are not aware?

**FINAL EXAMS**

Please let Elaine in the office know by Wednesday, July 27 whether or not you are giving exams. If you are giving exams, you should give Elaine the exam(s) to be reproduced no later than the morning of August 3.

There is no need to proctor exams. Please remain with your class for about fifteen minutes to answer questions, and let your students know where you can be reached.

Students should not be given more than three hours to complete an examination.

Exams are scheduled for the following days and times:

8:30 classes - Thursday, August 4; 9:00-12:00

9:30 classes - Thursday, August 4; 2:00-5:00

10:30 classes - Friday, August 5; 9:00-12:00

11:30 classes - Friday, August 5; 2:00-5:00

Afternoon classes that have exams are scheduled depending on the majority of students' schedules. For any changes in this schedule, please see Elaine.

Exam books and copies of the exams will be brought to the Barn classroom for you well before the exam starts. Please return to the Barn at the end of the exam time to pick up your students' blue books.

Blue books of graduating senior should be read at once, and the final grades should be returned no later than 11 a.m. on Saturday, August 6.

**GRADES**

Please submit grades and comment cards (along with computer disks) as speedily as you can: on Friday or Saturday in the office or early Sunday, August 7 at the Front Desk; the Bread Loaf office moves from the Mountain to the Middlebury campus on Monday morning. Any exam you grade below a B minus should be turned over to Elaine with your comment cards and course rosters.

Please, if at all possible, do not assign the grade of Incomplete; only in rare cases does the School ever use this grade. The grounds for assigning it must be personal or family emergencies. In any case, if you want to assign a final grade of Incomplete, please review the situation with me first. Before assigning such a grade, arrangements must be made in writing with the student for completing the work in the course in a timely fashion. Students with this grade should be instructed to forward complete work to the Bread Loaf office for transmittal to

the instructor. If the work is not completed by the deadline established, a grade of F will be recorded.

#### **COMMENT CARDS**

Please provide an appraisal of each student on the Comment Card. This evaluation of the student's work will explain the significance of the grade and will be helpful in readmitting students or in denying readmission, in academic counseling and above all in preparation of letters of recommendation. (If students know that your evaluations of their work is available in the Bread Loaf office, they may not feel the need to request letters of recommendation from you during the winter. At least this is our hope.)

If you assign a student a grade of B- or lower, you should offer clear reasons for the grade. A B- will bring credit for the course, but is a signal that the student must improve in order to proceed toward the degree or, perhaps, should not be encouraged to continue on with the degree. A grade of C+ or lower signals that denial of readmission is called for. I hope that the Comment Cards will give me clear advice in such cases, and that the comments will be in keeping with the letter grade assigned. It is difficult to give proper guidance to students if faculty members recommend denial of readmission and yet award passing grades.

I also ask for your judgment as to whether the quality of the student's writing and ability to work independently make the student fully qualified to undertake an Independent Reading Project. A simple "yes," "no," or "doubtful" is an adequate signal. I also ask your opinion as to the advisability of the student's attending Oxford where a great deal of independent work is crucial to the program.

Comment cards are marked "Not Confidential" if the student has indicated that he or she reserves the right to review his or her record. Needless to say, you are free to follow your own policy in writing evaluations under these circumstances.



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

July 21, 1994

Dear Professors:

You can give enormous assistance to our office staff if you can hand in your student evaluations (comment cards) to Elaine Hall on computer disk.

If you are using a Macintosh computer, and you are using Microsoft Word, you need to save your file as a TEXT file. To save your file as a text file,

1. Choose Save As from the File menu.
2. If you haven't already named the document, type the document name in the Save Current Document As text box.
3. Click the File Format button.
4. Click Text Only.
5. Click OK.
6. Click the Save button.

Also, please print out a hard copy (printed version) of each file. Then, give Elaine your disk with a list of the files on the disk.

If you are using an IBM or an IBM clone, please save your evaluations as ASCII files or plain text files. Also, please give Elaine a hard copy (printed version) of each file. On your disk, please note that your disk is used on an IBM or IBM clone.

For those of you without printers, the Apple Cellar will have one Macintosh and one IBM machine hooked up to laser printers until Friday, August 5th. (If you have any special needs, or any questions about this process, please leave me a note.

Thanks.

Caroline Eisner

CE/elh





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

May 1994

Dear Bread Loaf Faculty and Staff:

As many of you are well aware, the School of English has tried to be as accommodating as possible in regards to guests and visitors on campus. Over the past several years, the number of requests for guest rooms has far exceeded the small number we have, and those few rooms are normally reserved for guests of the School.

Please advise your guests that they should make arrangements well in advance with a local motel, inn, bed-and-breakfast, or campground for lodging. Vermont thrives on the tourist business in the summer, and lodging can be difficult (if not impossible) to find unless it's booked early. At the School of English, we simply cannot guarantee that there will be space available on campus for your guests, especially on the short notice we usually receive, and it makes us feel like horrible people when we're held responsible for not being able to put up last-minute guests for the night or weekend. Also, be advised that if guests are to be accommodated on campus, you will ultimately be responsible for the charges incurred during their stay (the going rate last summer was \$25 per night per person, not including meals). These arrangements should be made with the front desk. You can check with me in the Bread Loaf office about the availability of rooms; I will assign those that are open on a first-come, first-serve basis.

Although Commencement now seems quite a ways away I would like to request that if you own your Commencement regalia, please bring it with you. It has gotten to be very expensive to rent and with the short time Bread Loaf is in session, it puts a strain on the process to try and get special gowns.

I thank you in advance to your cooperation. Marilyn and I look forward to welcoming you this summer along with Jim and the rest of the staff.

Best wishes,

*Elaine*  
Elaine Hall

Administrative Secretary

**LETTERS TO THE STUDENTS**



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

16 May 1994

Dear Bread Loaf Student:

I am writing to welcome both returning Bread Loaf students and those who will be spending their first summer at our Vermont campus. We have a great faculty, wonderful courses, and a production of Shakespeare's **As You Like It** this summer; it all promises to be unforgettable. Now to business.

Student bills have been sent from Middlebury College and are payable upon receipt. All bills must be paid in full by Registration Day or they will be assessed a late fee. Those students admitted after June 1 should make every effort to pay prior to arriving.

The Bread Loaf campus is twelve miles from Middlebury. The Bread Loaf taxi will meet all Vermont Transit buses at Middlebury Gulf Station (the closest bus stop) on Rt. 7 South in Middlebury on June 21; do not get off at Middlebury College itself. There are Vermont Transit buses from Montreal, Boston, Albany, and New York City. Buses leave the Burlington bus station at 7:30 and 11:30 A.M. and 2:30 and 5:00 P.M. They leave the airport at 11:05 A.M. and 2:00 and 4:30 P.M.

The closest airport is in Burlington, 40 miles north of Middlebury. Several airlines land in Burlington; your travel agent should have no trouble making connections for you. Travel from Burlington to Middlebury can be made on Vermont Transit buses, or you can get a taxi for \$65 or so right to Bread Loaf.

If you are traveling by car, you should turn off U.S. 7 at the junction of State Highway 125, four miles south of Middlebury. The Bread Loaf campus is eight miles mostly up and east of this junction on Rt. 125. The School will provide taxi service at modest cost during the summer so that you can get to Middlebury some afternoons if you don't have a car.

Please return the enclosed arrival card as soon as you know your plans and before June 10th, so we can plan either to meet you at the bus station or to greet you when you drive in.

Upon arrival at Bread Loaf, you should go to the Inn Desk to check in and receive your room and post office box assignments from the Inn Managers. You will also receive a Basic Information publication which you should read as soon as you are settled in your room. There will also be fellow students called Green Ribbon Greeters who will help you locate your room, direct you to the various places you need to stop at for registration, and answer questions you may have. The second stop is the Bread Loaf Office where you will register or confirm your courses with Elaine Hall and find out where your classes will meet.

The next stop is the Blue Parlor, where you will be welcomed by Sandy LeGault and Marilyn DeLaney of the Bread Loaf Office, a representative of the Accounting Office of Middlebury College, and the Bread Loaf Nurse. Here you will settle your financial account, turn in late medical forms, register your car, etc. I too will be there to welcome you.



You are then free to find the bookstore, your room and other points of interest. We would like to ask that you purchase from the bookstore only the books for your enrolled classes. If you are auditing a class, please wait a couple of days before purchasing these books to ensure that enrolled members get the books they need.

The School will officially open with a brief and friendly ceremony in the Burgess Meredith Theater at 7:30 p.m. on June 21st. Following the opening ceremony there will be a reception.

The first meal served will be lunch at 1:00 on Tuesday, June 21. No rooms will be available before the morning of June 21, except for waiters, waitresses, computer assistants, theater assistants and Green Ribbon Greeters who must arrive on Monday, June 20. Rooms will be ready for faculty and staff late in the afternoon of Sunday, June 19. Students with difficult travel plans and who need to arrive on Monday, June 20, may do so after contacting the Bread Loaf office. For these people, the Bread Loaf taxi will be operating.

You should bring informal clothing for country wear, both for cool (40 to 50) and warm (75 to 90 F), wet and dry weather. Vermont weather is notoriously fickle. Bring insect repellent, preferably Cutters or Deet. Some people have found that Avon Skin So Soft bath oil works as a nice repellent.

If you choose not to use the Nu-Way linen rental service, (see enclosure) you must bring your own linen, unless you are on the faculty or staff. Bread Loaf provides blankets, bedspreads and pillows free of charge.

Radios and stereos (unless you use earphones) are not permitted in the dormitories, which are far from soundproof. If you're new to Bread Loaf, it may seem strange to ban these seeming necessities of modern life, but the rule is firm; in an isolated setting where study is a constant pursuit, the noise of even one radio can be unbelievably disruptive. Silence is maintained during the hours of 11 P.M. to 7:00 A.M. to offer the opportunity for sleep. Please leave portable TV's, refrigerators, microwaves, hot plates and coffee pots at home. Hot plates and coffee pots can be a fire hazard. (Medical supplies needing refrigeration may be given to our Nurse.)

A subscription to the New York **Times** may be purchased by returning the enclosed form.

For your convenience bring traveler's checks, which may be cashed at the Front Desk. Until August 1, banks will honor personal checks in amounts not exceeding \$20--an inconvenience not in my control. And after that, no honor and no checks at all. The obliging Front Desk Team, however, will gladly cash \$50 personal and traveler's checks throughout the session.

Pets are not allowed in dormitories or in school buildings. If you must bring an animal, please make prior arrangements to have it kept off campus. A barking dog can seriously disrupt a class on a quiet mountain campus. You do neither your colleagues nor your pet a service in bringing it on campus.

The Inn Managers ask me to advise you that guests are not to be invited for overnight visits in student rooms. There are several nice motels, inns and bed-and-breakfast places in the area.

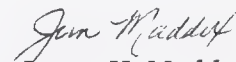
You should inform correspondents to address you at: (Your name), Bread Loaf School of English, Bread Loaf Rural Station, Middlebury VT 05753. The most common delay in receiving mail is the lack of your name. Please make clear that this address is, alas, temporary. Notify your Post Office to forward your mail to Bread Loaf only until August 10. Newspapers, magazines and other items that are not first class mail cannot be forwarded. Express packages

sent in advance should be addressed to you at the Bread Loaf School of English, Sunderland 220, Middlebury College, Middlebury VT 05753.

The telephone switchboard closes at 11 P.M. Late evening calls should be completed by this time. Incoming calls should be received well before 11 P.M. Please remind your family and friends of any time differential between their home and Vermont. Emergency telephone messages, of course, will be delivered at any time. The Bread Loaf campus telephone is 802-388-7945. There are also pay phones available on campus.

I hope that you have a cool and pleasant trip to our Bread Loaf Mountain campus. You will then be ready to plunge into an enjoyable, intellectually rewarding summer. I look forward to seeing you.

Cordially,

  
James H. Maddox  
Director

JHM/elh

P.S. If you discover that you are unable to attend Bread Loaf this summer, please call the Bread Loaf office at 802-388-3711, Ext. 5418 by June 14 or 802-388-7945 after June 14. We have a waiting list of very good candidates, and I would hate to have them lose out on a chance to attend Bread Loaf.



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753

(802) 388-3711

Health Services

June 1, 1994

Dear Student,

We are pleased to welcome you to the 1994 session of the Bread Loaf School of English. Please help us to anticipate and meet your health needs by completing one of the enclosed confidential Health Forms and return it to: Parton Health Center, Carr Hall, Middlebury College, Middlebury, Vermont 05753. A physician's or psychotherapist's statement outlining the details of any chronic condition or ongoing health and/or psychological problems will assist us in providing optimal care. The Health Center handles most primary health care needs, but the College cannot guarantee that all health care needs will be met on campus or in Middlebury.

The summer program can be intensive and stress-producing. If you have had or are now experiencing stress-related physical or emotional symptoms, e.g., head/stomachaches, sleeping problems or depression, please consult your health care provider before arriving on campus. We encourage you to utilize College health services this summer if you experience any stress-related problems. If you have or anticipate special health needs, please contact the Health Center before May 29 or after June 10 at 802/388-3711, ext. 5135.

We hope your experience this summer will be satisfying and rewarding.

Sincerely,

*Gary F. Margolis, Ph.D.*

Gary F. Margolis, Ph.D.  
Director of Counseling  
and Human Relations

*Kathleen Ready*

Kathleen Ready, R.N., MSN  
Administrative Director  
Parton Health Center

Enclosure



SUMMER SCHOOL HEALTH FORM

(Short Version)

PLEASE COMPLETE THIS FORM IF YOU HAVE BEEN A STUDENT AT A MIDDLEBURY COLLEGE PROGRAM IN VERMONT IN THE PAST THREE YEARS. IF YOU HAVE NOT BEEN A STUDENT IN THE PAST THREE YEARS OR IF YOUR PROGRAM WAS IN SANTA FE, NEW MEXICO OR OXFORD, ENGLAND, PLEASE COMPLETE THE ENCLOSED FOUR-PAGE HEALTH FORM.

NAME (please print) \_\_\_\_\_  
Last First

Summer Program \_\_\_\_\_

Social Security Number \_\_\_\_/\_\_\_\_/\_\_\_\_

1. What Middlebury College program (in Vermont) were you enrolled in in the last three years?

Last year enrolled

_____	Language School Program	_____
_____	Bread Loaf School of English in Ripton	_____
_____	Bread Loaf Writer's Conference	_____
_____	Undergraduate Program	_____

2. If you're currently enrolled as an undergraduate student at Middlebury what year will you graduate? \_\_\_\_\_
3. If you were an undergraduate student at Middlebury, what year did you graduate? \_\_\_\_\_
4. If you've changed your name, please indicate your previous name:  
\_\_\_\_\_
5. Has there been any change in your health status since last attending Middlebury? \_\_\_\_\_

If so, please list specific diagnosis, the treatment regimen recommended, medications you're currently taking, the name and address of your caregiver, and any other details which may be helpful to us.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Please return this form to Middlebury College, Parton Health Center, Carr Hall, Middlebury, Vermont 05753.

# Bread Loaf School of English

PARTON HEALTH CENTER  
MIDDLEBURY COLLEGE  
MIDDLEBURY, VERMONT 05753  
Tel. (802) 388-3711, ext. 5135

Name \_\_\_\_\_  
LAST FIRST

Date of Birth: \_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_

Home Tel: (\_\_\_\_) \_\_\_\_\_

S.S. # \_\_\_\_\_

## HEALTH FORM

INSTRUCTIONS: This form must be completed, signed, and submitted in order for you to attend Middlebury College. The information will be held in confidence as part of your health records at the College. Contents of your health file will not jeopardize your admission to Middlebury College. *It is in your interest that your health records be complete.* Please attach additional sheets if necessary.

Please return the completed forms to the address above. Thank you for your cooperation.

### PERSONAL HEALTH HISTORY

Have you ever had or have you now: (Please check and describe at right of each item)

	YES	NO	YEAR	COMMENTS		YES	NO	YEAR	COMMENTS
Migraine					Jaundice or hepatitis				
Frequent or severe headache					Rectal disease				
Fainting spells					Kidney or bladder infection				
Concussion or severe head injury					Kidney stone				
Head or neck x-rays or radiation treatments					Albumin or blood in urine				
Sinusitis					Mother used D.E.S. during pregnancy with you				
Hearing loss					Abnormal pap smear				
Other ear, nose & throat trouble					Fibrocystic breasts				
Eye trouble other than for glasses					Bone, joint, or other deformity				
Asthma					Shoulder dislocation				
Cigarette or other tobacco use					Knee problems				
Pneumonia					Recurrent back pain				
Chronic Cough					Neck and/or back injury				
Tumor or Cancer					Broken bones				
High blood pressure					Swollen or painful joints				
Rheumatic fever					Arthritis, rheumatism or bursitis				
Heart Trouble					Paralysis				
Tuberculosis or positive TB test					Diabetes or sugar in urine				
Pain or pressure in chest					Thyroid trouble				
Lyme Disease					Skin disease				
Congenital heart disease					Pilonidal cyst				
Mitral valve prolapse					Epilepsy or seizure disorder				
Elevated cholesterol					Malaria				
Blood disorders					Mononucleosis				
Anemia					Learning disability				
Shortness of breath					Obesity				
Severe or recurrent abdominal pain					Positive HIV Antibody test/AIDS				
Hernia					Vegetarian				
Ulcer (duodenal or stomach)					Chronic Fatigue Syndrome				
Irritable bowel syndrome					Eating disorder				
Inflammatory bowel					Problems with alcohol or drug use				
Lactose intolerance					Serious depression				
Self-induced vomiting					Excessive worry or anxiety				
Gall bladder trouble or gallstones					Sexually transmitted diseases				

Please check each item "YES" or "NO."  
For every item checked "YES," please explain fully in blank space on right

YES	NO	Have you ever experienced adverse reactions (hypersensitivity, allergies, upset stomach, rash, hives, etc.) to:	If yes, please explain fully: type of reaction, your age when the reaction occurred, and how often the experience has occurred.)
<input type="checkbox"/>	<input type="checkbox"/>	Penicillin	_____
<input type="checkbox"/>	<input type="checkbox"/>	Sulfa	_____
<input type="checkbox"/>	<input type="checkbox"/>	Other antibiotics (Name: _____)	_____
<input type="checkbox"/>	<input type="checkbox"/>	Aspirin	_____
<input type="checkbox"/>	<input type="checkbox"/>	Codeine	_____
<input type="checkbox"/>	<input type="checkbox"/>	Other pain relievers (Name: _____)	_____
<input type="checkbox"/>	<input type="checkbox"/>	Horse serum	_____
<input type="checkbox"/>	<input type="checkbox"/>	Local anesthetics	_____
<input type="checkbox"/>	<input type="checkbox"/>	Other drugs, medicines, chemicals (Name: _____)	_____

YES	NO	Are you allergic to:	
<input type="checkbox"/>	<input type="checkbox"/>	Foods (please list) _____	Name of allergist: _____
<input type="checkbox"/>	<input type="checkbox"/>	Stinging insects (please specify) _____	Address: _____
<input type="checkbox"/>	<input type="checkbox"/>	Molds, pollen _____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Animals (please specify) _____	Telephone: (     ) _____
<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify) _____	Date series begun: _____
<input type="checkbox"/>	<input type="checkbox"/>	Do you receive allergy desensitization injections?	Please describe any adverse reactions to these injections: _____
<input type="checkbox"/>	<input type="checkbox"/>	Do you wish to continue allergy desensitization injections at Middlebury College Health Center? If so, please supply the information in the right-hand column.	_____
			_____
			_____
			_____

—Please bring your serum with you, along with complete directions and a schedule for the injections—

YES	NO	Do you use medicine regularly? Please list any drugs, medicines, chemicals, vitamins and minerals (both prescription and non-prescription) you use and indicate how often you use them. We recommend that you bring what you anticipate needing.
<input type="checkbox"/>	<input type="checkbox"/>	(Name) _____
		(Name) _____
		(Name) _____

Please indicate year for any of the following childhood illnesses you have experienced:

Chickenpox \_\_\_\_\_ Measles \_\_\_\_\_ Rubella (German Measles) \_\_\_\_\_

Diphtheria \_\_\_\_\_ Mumps \_\_\_\_\_ Scarlet Fever \_\_\_\_\_



YES NO  
☐ ☐

Have you ever had any problems for which you have received counseling or psychotherapy? If so, please describe.

YES NO  
☐ ☐

Have you ever been a patient in any type of hospital? (If yes, specify when, where and diagnosis.)

YES NO  
☐ ☐

Have you had any operations? (If yes, please describe and give year in which they were performed.)

YES NO  
☐ ☐

Have you ever had any serious illnesses or injuries other than those already noted? (If yes, specify when and where and give details.)

YES NO  
☐ ☐

Do you use corrective eyewear?

Please copy your prescription(s) here:

Eyeglasses: prescription:

Contact lenses: prescription:

Note: We recommend that you bring an extra pair.

Has any blood relative of yours had any of the following?

Diabetes

High blood pressure

Stroke

Cancer (Type: \_\_\_\_\_)

Heart attack before age 55

Cholesterol or blood fat disorder

Alcoholism

Sickle cell anemia

Glaucoma

YES NO RELATIONSHIP


Depression

Other serious illness (specify):

YES NO RELATIONSHIP


If either parent or any sibling is deceased, please list relationship to you, age at death, and cause of death.

## IMMUNIZATIONS

VACCIINE TYPE	MONTH, DAY & YEAR FOR EACH DOSE					10 YEAR BOOSTER
	1	2	3	4	5	
DPT or Td (Diphtheria, Pertussis, Tetanus or Tetanus, Diphtheria)						
Polio - not required after 18th birthday						
Measles (red or hard measles) check type: <input type="checkbox"/> Live <input type="checkbox"/> Killed* <input type="checkbox"/> Unknown *reimmunization required	Vaccine Titer Disease	Date: ____/____/____ Date: ____/____/____ Date: ____/____/____				
Rubella (3-day or German measles)	Vaccine Titer Disease Result: _____	Date: ____/____/____ Date: ____/____/____ Date: ____/____/____ Was disease diagnosed by a physician?				

Measles and rubella vaccine - must be repeated if administered before first birthday.

Have you ever had to discontinue study or restrict activities because of physical or nervous disturbances? If yes, explain fully.

Have you ever had any limitation placed on the amount and type of physical exercise? If yes, explain fully

#### SOURCES OF HEALTH CARE

Please list the names, addresses, and telephone numbers of physicians, psychologists, or other health caregivers you now consult.

Name _____	Field _____	Name _____	Field _____
Address _____		Address _____	
City, State _____		City, State _____	
Tel. (     ) _____		Tel. (     ) _____	

#### HEALTH INSURANCE COVERAGE

Please list below any current insurance coverage such as Blue Cross/Blue Shield, public assistance, or private insurance.

INSURANCE COMPANY	ADDRESS	GROUP/POLICY NUMBER
_____	_____	_____
_____	_____	_____

#### EMERGENCY NOTIFICATION

In case of emergency please notify:

Name \_\_\_\_\_  
Relationship \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_  
Zip \_\_\_\_\_ Telephone (     ) \_\_\_\_\_  
Work Telephone (     ) \_\_\_\_\_

In case of emergency please notify:

Name \_\_\_\_\_  
Relationship \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_  
Zip \_\_\_\_\_ Telephone (     ) \_\_\_\_\_  
Work Telephone (     ) \_\_\_\_\_

My signature below indicates that:

- I consent to medical and nursing treatment by the staff at the Health Center.
- the information on this form is correct and complete to the best of my knowledge.
- I understand that Middlebury College views my health as chiefly my responsibility.
- If I require services, prescriptions, or referrals beyond the primary care services available at Parton Health Center, I shall assume the financial responsibility or negotiate satisfactory arrangements with the caregiver.
- I hereby authorize the release of any information on file pertaining to my condition of health. I understand that my contacts with health and counseling services are held in confidence but that confidentiality may be broken if my life or that of any other person is in danger.

DATE \_\_\_\_\_ SIGNATURE OF STUDENT \_\_\_\_\_

DATE \_\_\_\_\_ SIGNATURE OF PARENT OR GUARDIAN \_\_\_\_\_  
(required if student is not yet 18 years old or if insurance listed  
above is in parent's or guardian's name)

IF YOU HAVE ANY QUESTIONS, CALL THE HEALTH CENTER AT 388-3711, ext. 5135

Bread Loaf School of English  
Middlebury College

**ACCIDENT INSURANCE**

Middlebury College does not provide sickness insurance, but does automatically provide accident insurance for students while they are enrolled in the summer session.

Boston Mutual Life Insurance Company will pay for the expense of treating injuries up to a total of \$2,000 for any one accident. The company will cover the first \$100 of an accident. Claims in excess of \$100 will be paid only to the extent that they are not payable under the terms of other policies covering the student.

Covered treatment includes x-rays, laboratory tests, surgery, physician's visits, nursing care, hospital care and treatment, and prescription drugs. The expense for dental treatment of injuries to sound natural teeth is limited to \$1,000.

Claims: In the event of an accident, claims should be reported to Boston Mutual Life Insurance Company, Claims Division, 120 Royall Street, Canton MA 02021 within 30 days from the date of the accident. Medical bills must be submitted within 90 days from date of treatment. Claim forms are available from the Parton Health Center, Middlebury College (802-388-3711, Ext. 5135). If you have any questions concerning the limitations and exclusions of this plan or filing a claim, please contact Walter S. Sussenguth and Associates, the plan administrator at the above address, or use the toll-free number: 1-800-669-2668, Ext. 445.

The insurance will be effective for the periods indicated below:

English School, Vermont	21 June - 6 August 1994
English School at Lincoln College, Oxford*	4 July - 14 August 1994
English School at St. John's College, Santa Fe	28 June - 11 August, 1994

\*Under Britain's medical program, you must have medical coverage to meet the treatment of medical conditions and problems you have on arrival in Britain. National Health will, at the discretion of our doctor, meet expenses of emergencies encountered during the summer. Expenses of hospitalization are paid by National Health under normal circumstances. Be sure to bring your medical insurance forms for claiming expenses under your own medical insurance plan.



## SEXUAL HARASSMENT

Sexual harassment is a violation of an individual's basic civil rights and will not be tolerated by Middlebury College. Sexual harassment is against the law and violates Middlebury College's Policy.

Middlebury College's Harassment Policy Statement (1992) prohibits harassment based on sex, sexual orientation, race, religion, national origin, age or physical ability. This policy states:

**"As an educational institution, Middlebury College is committed to maintaining a campus environment where bigotry and intolerance, including discrimination on the basis of sex, sexual orientation, race, ethnicity, religious beliefs, physical ability or age have no place, and where any form of coercion or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable. Harassment, as defined below, is antithetical to the mission of this College. In addition, many forms of harassment have been recognized as violations of the civil rights laws by the Federal Courts, by the U.S. Equal Employment Commission, by the State of Vermont and by the U.S. Department of Education.**

Middlebury College defines harassment as verbal or physical conduct which on the basis of sex, sexual orientation, race, religion, national origin, age or physical ability has the purpose or effect, from the point of view of a reasonable person, either of interfering with an individual's educational or work performance or of creating an intimidating, hostile or offensive educational, work or living environment. Harassment includes such conduct specifically directed at an individual or a small group of individuals and expresses hatred or contempt on the basis of stereotyped group characteristics or because of a person's identification with a particular group. Harassment also includes violence in word or deed or attempts to incite violence directed against members of these groups because of their group identification. In addition, harassment may include repeated slurs, or taunts in the guise of a joke, or disparaging references to others, when such conduct is based on sex, sexual orientation, race, ethnic origin, religion, physical ability or age.

With specific reference to sexual harassment, in addition to conduct which creates a hostile environment, sexual harassment includes what a reasonable person would judge to be unwelcome sexual advances or requests for sexual favors which explicitly or implicitly affect educational or employment decisions concerning an individual. Those in positions of authority must recognize that in their relationships with subordinates and students there is always an element of unequal power. It is incumbent upon those with authority not to abuse the power with which they have been entrusted.

Moreover, Middlebury College embraces the ethical standard set forth by the American Association of University Professors, which holds that a professor, in order to encourage the free pursuit of learning, must avoid any exploitation of students for his/her private advantage. Accordingly, faculty and staff members should be aware that romantic and sexual involvements with students over whom they have direct or indirect authority are discouraged by Middlebury College, even though such involvements need not always constitute a form of sexual harassment.

Middlebury College recognizes that the protection of free and open speech and the open exchange of ideas is essential to any academic or artistic community, crucial for the activities of scholars and artists. It is, therefore, an important element in the "reasonable person standard" to be used in judging whether harassment has occurred. This harassment policy statement is meant neither to proscribe nor to inhibit discussions, in or out of the classroom, of complex, controversial or sensitive matters, including sex, sexual orientation, race, ethnicity, religious orientation, age or physical ability, when in the judgement of a reasonable person they arise appropriately and with respect for the dignity of others. Middlebury College is a community of learners and as such recognizes and affirms that free and honest intellectual inquiry, debate, and constructive dialogue are vital to the academic mission of the College and must be protected even when the views

expressed are unpopular or controversial. Middlebury College also recognizes, however, that verbal conduct can be used specifically to intimidate or coerce and to inhibit genuine discourse, free inquiry and learning. Such abuses are unacceptable. If someone believes that another's speech or writing is offensive, wrong or hurtful, he or she is encouraged to express that judgement in the exercise of his or her own freedom of speech or to seek redress when appropriate.

Middlebury College maintains that all members of its community have the right to participate in the life of the College without harassment or intimidation. The College remains firmly committed to protecting these rights for all members of the College community."

It is important to recognize that both men and women are affected by and can be the recipients of sexual harassment. Sexual harassment can occur between a faculty member and a student, a supervisor and a student employee, an adviser and a student, a staff person and a student, or between two students. Sexual harassment may also occur between a supervisor and an employee, two members of the staff, two members of the faculty, or a faculty member and a staff person. Sexual harassment may also involve groups of people.

Examples of possible sexual harassment include, but are not limited to, the following:

- repeated homophobic graffiti on an individual's message board
- intrusive questions about one's personal life
- intimidation, hostility, or condescension which is based on a person's gender or sexual orientation
- repeated slurs, taunts, or humiliating jokes when such conduct is based on sex or sexual orientation
- repeated requests for socializing when a person has indicated he/she is not interested
- unwanted physical contact such as touching, pinching, brushing up against, patting or rubbing a traditionally sexual part of a person's body
- trapping a person or in some way blocking movement
- demands or requests for sexual favors accompanied by threats about grades, recommendations, or your job.
- promises of preferential treatment in exchange for sex
- touching a person on a traditionally non-sexual part of the body after that person has indicated no desire for such physical contact
- continuing to write suggestive notes or letters after being informed they are unwelcome
- harassment, or retaliation of any kind for having previously filed a complaint

**What you can do to protect yourself:**

- Be sure the harasser knows you do not welcome this treatment and be clear about your limits: say "no" or "stop"
- Avoid answering personal questions
- Document where, when, and how you are being harassed

If you would like to speak to someone regarding harassment, the following campus resources are available to listen to you, inform you of your rights and also what options are available to you:

Staff:	Ted Mayer	5345
	Judy Olinick	5532
	Judy Watts	5499
	Charles Sargent	5333



Faculty:	Evelina Felicite-	
	Maurice	2251
	John Walsh	5626

Each of the people mentioned have been designated to listen to your concerns. Your discussions with any of these resource people will be confidential and will not necessarily commit you to further action.

If you are a student, other resources on campus are : The Center for Counseling and Human Relations, Parton Health Center, the nurse at Bread Loaf, the College Chaplain, the Director of Health Education or Dean of Students. If you are an employee, you may also contact the Human Resources Department, your supervisor or your department chairperson.

If you are a participant in the Language Schools additional resources regarding harassment complaints include:

Arabic	- Liljana Bubonjic
Chinese	- Carolyn Lee
French	- Raphaele Nicolas
German	- Christa Cross
Italian	- Ugo Skubikowski
Japanese	- Nobuo Ogawa
Russian	- Anatoly Vishevsky
Spanish	- Roberto Vaguez

If you wish to file a formal complaint regarding harassment, contact the Human Relations Officer, Karen Andrews at Ext. 5518.

Many forms of sexual harassment also violate Federal and State Laws. You may also contact the Civil Rights Division of the Attorney General's Office in Vermont at 828-3171 and you may contact the Regional Office of the U.S. Department of Education Office for Civil Rights in Boston, MA at (617) 223-9662 for advice and support. If you are an employee, an additional resource is the district Equal Employment Opportunity Commission office at (617) 565-3200. If you choose to contact one of these offices, your conversations will be confidential and will not commit you to further action unless you choose to file a complaint with one of these offices.

**NOTE:** At the Language Schools, many different cultures are represented, each with its own patterns of personal behavior. Cultural differences do not excuse inappropriate or offensive behavior; they do call for particular awareness of and sensitivity to other people's rights and dignity.

**You have a right to be treated with respect and dignity as an employee or student at Middlebury College.**

**NOTE:** For a full statement of College policy and options available within the College for resolving a complaint, see the College Handbook. Copies of the College Handbook are available at the Office of Health Education, Carr Hall or the Dean of Students' Office, Old Chapel.

Revised 4/93 4/94 Summer Sessions  
Yonna McShane Office of Health Education





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

May 1994

Dear Bread Loaf Student:

Attached you will find the information booklet on **"Drugs, Alcohol and You - Your Accountability and Responsibility at Middlebury College."** This booklet contains information relevant to all students. On December 12th of 1989, former President George Bush signed into law the Drug-Free Schools and Communities Act Amendment (Public Law 101-226). This legislation required colleges and universities to distribute to all students the information contained in the aforementioned booklet. It is important to recognize that the materials contained in this publication do not represent any shift in Middlebury College's drug and alcohol policy. This publication does, however, contain up-dated information regarding state and federal laws regulating drug and alcohol use, sale, etc.

It is important that you as a student at Middlebury be up-to-date regarding the College drug and alcohol policy and be aware of pertinent state and federal laws prohibiting illegal possession, use, sale, and distribution of drugs and alcohol, and the legal sanctions associated with a conviction. Because drug and alcohol abuse is also a health issue, it is important that all students know where confidential medical and psychological help is available for those who need it.

I urge you to read the attached booklet in its entirety.

Sincerely,

A handwritten signature in cursive script that reads "James Maddox".

James Maddox  
Director

JM/elh

# Drugs, Alcohol and You

Your Accountability and Responsibility at Middlebury College

Office of Health Education  
Summer 1994

### MIDDLEBURY'S POSITION

Middlebury College is deeply concerned about illegal drug use and alcohol abuse in our society and in our community. The College regards illegal drug use and alcohol abuse as a problem which can affect the entire College community. It is important that you as a member of the Middlebury community to be aware of the College drug and alcohol policy as well as pertinent State and Federal laws. It is also important that all members of our community know where help is available for those who need it.

### DRUG LAWS

There are a number of State and Federal laws prohibiting the possession, use, sale, and distribution of illicit drugs such as marijuana, cocaine, L.S.D., crack, heroin, etc. Legal sanctions for conviction include: required community service, significant fines, and lengthy imprisonment. For example, in the State of Vermont, a first time offense for the possession of less than two ounces of marijuana carries a penalty of up to a \$500 fine and six months' imprisonment; the unlawful sale of less than one-half ounce of marijuana carries a penalty of up to a \$10,000 fine and two years of imprisonment. The unlawful possession of cocaine in the amount of less than 2.5 grams carries a penalty of up to a \$2,000 fine and one year imprisonment. The distribution of cocaine in an amount less than 2.5 grams can result in a penalty of \$75,000 fine and 3 years' imprisonment.\*

(\*See appendix for more information regarding State and Federal sanctions.)

It is important to note that because of new Federal regulations, if you are prosecuted and found guilty of a drug charge, your Federal Aid grants may be jeopardized. In addition, a felony conviction from a drug charge will prohibit entry into some professions.

### WHAT ABOUT ALCOHOL

Alcohol is a drug and for many in our community it is an illegal drug. It is illegal in the State of Vermont for people under the age of 21 years to possess or drink alcoholic beverages. It is also illegal to misrepresent one's age in order to obtain alcoholic beverages, and to supply or sell alcoholic beverages to someone under the age of 21 years. The following are pertinent Vermont laws pertaining to alcohol:

#### DWI

23 VS 1201 (a) (1): A person shall not operate, attempt to operate, or be in actual physical control of any vehicle on a highway while there is .08 percent or more by weight of alcohol in his blood as shown by analysis of his breath or blood; or

(2): under the influence of intoxicating liquor; or

(3): under the influence of any other drug or the combined influence of alcohol and any other drug to a degree which renders him incapable of driving safely.

PENALTY: 1st offense: 90 days loss of license; fined not less than \$200 nor more than \$750 or imprisoned not more than 2 years; or both

#### PERSONS UNDER 18 YRS: ALCOHOL CONCENTRATION OF 0.02 or MORE

15 23 VSA 1216: A person under the age of 18 who operates, attempts to operate or is in actual physical control of a vehicle on a highway when the person's alcohol concentration is .02 or more commits a civil traffic violation subject to the jurisdiction of the traffic bureau.

PENALTY: No fine or points are assessed for a violation of this section, rather the offender's license to operate is suspended until an alcohol and driving education program has been completed. A second offense requires alcohol screening and satisfactory completion of a therapy program. The person is also subject to recall of his provisional license for violation of this section

#### FURNISHING ALCOHOL TO MINOR

7 VSA 658: A person who sells or furnishes a minor malt or vinous beverages or spirituous liquors shall be fined not less than \$200 nor more than \$1,000 or imprisoned not more than two years; or both.

#### POSSESSION OF ALCOHOL BY MINOR/MINORS MISREPRESENTING AGE TO PROCURE OR POSSESS LIQUOR

7 VSA 657: A minor who falsely misrepresents his age for the purpose of procuring or who procures malt or vinous beverages or spirituous liquors from any licensee, state liquor agency, or other person or persons or who possesses malt vinous beverages or spirituous liquor for the purpose of consumption by himself or other minors, except in the regular performance of his duties as an employee of a licensee licensed to sell alcohol liquor, shall be fined not more than \$500 or imprisoned not more than 30 days; or both.

#### ADULT IDENTIFICATION CARDS

7 VSA 669: Any person who misrepresents his age, or practices any deceit in the procurement of an adult identification card, or uses or exhibits for the purpose of obtaining alcoholic



beverages the identification card of another person or one which has been forged or altered; any person who loans or transfers his identification card to another for use in procurement of alcoholic beverages shall be guilty of a misdemeanor and shall be fined \$50, which fine shall not be suspended.

Issues of civil liability also arise if you serve alcoholic beverages to a minor or to a person who is apparently under the influence of an intoxicant. "You are liable" means "you are legally responsible". For example, if you supply alcoholic beverages to an underage person and then there is an accident, you may be held liable for damages. Where significant property destruction, serious injury, or death results, damages can amount to enormous monetary settlements.

### **MIDDLEBURY COLLEGE DRUG AND ALCOHOL POLICY**

Middlebury College opposes the illegal possession, distribution, and consumption of alcohol and the possession, manufacture, distribution and use of illegal drugs. The College also opposes the possession and use of prescription drugs by persons for purposes other than those prescribed by a licensed physician. Drugs other than those prescribed by a licensed physician for legitimate health purposes may not be used or stored on College property.

Students of Middlebury College, including the Bread Loaf School of English and the Language Schools, are subject to the College Drug and Alcohol Policy and rules and regulations while on College premises or College-related premises or when involved with off-campus college-sponsored events or off-campus events sponsored by registered college organizations. In assigning sanctions for violation of College policy, the circumstance surrounding the offense and the severity of the incident and any prior disciplinary history for the individuals involved will be taken into consideration.

The College campus, including the Bread Loaf campus, is subject to Local, State, and Federal laws concerning the possession, use, distribution and manufacture of drugs including alcohol. Students must be aware of and abide by these laws or face the possibility of legal prosecution. Middlebury College opposes the use of illegal drugs and does not provide students with a haven from the law. The College will not inhibit the legal prosecution of any member of the College community who violates Local, State, or Federal law. Law enforcement officers, when in possession of the proper documents, have a legal right to search any and all buildings on the campus without prior notice. The College also reserves the right to furnish the police with information regarding illegal activities.

### **DISCIPLINARY RESPONSE:**

At Middlebury College those students found selling, manufacturing, or in possession of drugs in amounts that indicate drug sales or distribution will face penalties ranging from suspension to expulsion from school. Students or organizations found illegally selling, manufacturing, or distributing alcohol will face disciplinary action up to and including possible expulsion. Those students using illegal drugs, or in possession of amounts which appear to constitute "personal use" will face penalties ranging from official warning to indefinite suspension. The illegal use of alcohol will result in penalties ranging from warning to indefinite suspension. Involvement with or dependency upon drugs or excessive or illegal use of alcohol will also be viewed by the College as a health concern as well as a disciplinary matter. In these cases a drug/alcohol assessment will be required at our Center for Counseling and Human Relations or with an off-campus specialist. In addition, in instances where a student's name occurs repeatedly in connection with a drug or alcohol problem, even though no concrete evidence or direct witness is involved, a Dean will contact the student and meet with him or her. In these instances:

- 1) students may be encouraged or required to undergo a drug/alcohol evaluation;
- 2) if applicable, a student's parents or guardian may be notified of concerns about a student's drug or alcohol problem. In disciplinary situations and the situations of concern mentioned above, a student may be required to withdraw from the College until successful resolution of the problem is documented to the satisfaction of the College.

### **HEALTH RISKS AND OTHER EFFECTS**

The non-medical use of drugs and the abuse of alcohol is clearly antithetical to physical and mental development. Research and clinical observation indicate that drug and alcohol abuse can lead to a lack of motivation, lowered academic performance, antisocial behavior, and serious chemical dependency. Such abuse can be life-threatening. Even early on in an abuse pattern a drug, including alcohol, can place a person at risk for committing acts he/she would normally never do. For example, in the United States alcohol is linked to 1/3 of all suicides and 1/2 of all homicides, and approximately 50% of all convicted criminals report that they were under the influence of alcohol when they committed the crime. In addition, an estimated 60% of child and spousal abuse and 41% of assaults are

drug-related. It is estimated that 75% of rapists and 55% of their victims were impaired due to drug-alcohol usage at the time of the rape.

Drug and alcohol consumption causes a number of marked changes in behavior and perception, which can place a person at increased risk for accident resulting in bodily harm.

In regard to alcohol consumption, even low dosages significantly impair the judgment and coordination required to drive a car safely or perform other tasks in a safe manner. For example, in the United States alcohol is linked to 1/2 of all automobile fatalities, 60% of motorcycle fatalities, 60% of all fatal falls and 70% of all drowning deaths. Moderate to high doses of alcohol causes marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other central nervous system depressants such as some seizure medication, antihistamines, sleeping pills, etc., much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol and other drugs can lead to chemical dependency. When dependency has occurred, sudden cessation of intake is likely to produce a variety of withdrawal symptoms including anxiety, irritability, insomnia, tremors, hallucinations, convulsion, etc. Student withdrawal from some drugs, including alcohol, can be life-threatening.

Drug and alcohol use has significant effects on the body. The long-term consumption of drugs and/or alcohol will lead to a general deterioration of health. The following are just some of the serious physical consequences: heart disease and failure; liver disease including hepatitis and cirrhosis; gastrointestinal disorders; cancer of the lungs, pancreas, esophagus, stomach and mouth; respiratory disorders including pneumonia and chronic bronchitis; malnutrition; high blood pressure; impotence; agitation and high anxiety; depression; perforation of the nasal septum; brain damage.

Drug and/or alcohol use impairs judgment, reasoning, and communication. When judgement is impaired, students can be placed in a situation which can increase the risk of date rape and also the risk of contracting sexually transmitted diseases including the HIV virus which causes AIDS. Drug and alcohol use can also impair the functioning of the immune system which increases a person's susceptibility to contracting the AIDS virus if exposed. Drug and/or alcohol use during pregnancy can cause severe birth defects including physical abnormalities, deafness, mental retardation, and malformed brains. In addition, many babies are born with addictions to substances their mothers use.

For more specific information regarding illicit and frequently abused prescription drugs, see the Appendix.

### **COLLEGE SERVICES: INFORMATION AND HELP**

Students who are concerned about their own or a friend's use of alcohol or drugs are encouraged to seek assistance through Middlebury's Counseling and Human Relations Services or the Parton Health Center, both located in Carr Hall. Bread Loaf students may also seek medical consultation through the Cornwall Infirmary on the Bread Loaf campus. Professional staff are available twenty-four hours a day to provide care and treatment for individuals related to the use of alcohol and drugs. Members of the Counseling and Human Relations Services and Parton Health Center provide supportive counseling in addition to psychological and medical evaluations on a confidential basis. They help students to identify and understand the signs and behaviors associated with substance abuse, including usage patterns, motivations and negative consequences. They can also provide useful information for evaluating and confronting a friend about the use of alcohol and drugs. Also available is referral information about community resources including private counselors, self-help groups, and comprehensive treatment facilities. Services provided by the Health Center, the Cornwall Infirmary and Counseling Services are confidential. Emergency medical treatment can be provided by the Health Center or Porter Medical Center.

The Director of Health Education provides educational materials for individuals and programs for the College community that address the many issues surrounding alcohol and drugs. The Office of Health Education is also located in Carr Hall.

Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, and Adult Children of Alcoholics groups meet regularly in Middlebury and welcome student participation. A listing of meeting times and locations is available through the Office of Health Education, Parton Health Center, Center for Counseling and Human Relations and the Cornwall Infirmary.

### **COMMUNITY RESPONSIBILITY**

Middlebury College believes that drug and alcohol problems affect our entire community and that each of us has a responsibility to help safeguard the community health by respecting College policy and intervening in situations of abuse. Any member of the College community having knowledge of the possession or use of illegal drugs by an individual on campus is urged to confront the person and encourage the individual who is using illegal drugs or abusing alcohol to seek counseling and/or medical assistance. All members of the community are asked to help protect the community health by informing appropriate College staff members of instances of drug dealing.



## APPENDIX

### Drugs:

The State of Vermont Statutes cover a wide range of drug offenses, including the possession, cultivation or manufacture, sale, delivery, and the sale or delivery of drugs on school grounds (elementary, secondary or vocational schools). Among other provisions the State laws create the following maximum sentences for first offenses:

<u>Drugs</u>	<u>Penalties</u>
Marijuana	
Possession - less than 2 oz.	\$500 fine and/or 6 months imprisonment
2 oz. or more	\$10,000 fine and/or 3 years imprisonment
1 lb. to 10 lbs.	\$100,000 fine and/or 5 years imprisonment
10 lbs. or more	\$500,000 fine and/or 15 years imprisonment
Sale - less than 1/2 oz.	\$10,000 fine and/or 2 years imprisonment
1/2 oz. to 1 lb.	\$100,000 fine and/or 5 years imprisonment
1 lb. or more	\$500,000 fine and/or 15 years imprisonment
Cocaine	
Possession - less than 2.5 grams	\$2,000 fine and/or 1 year imprisonment
2.5 grams to 1 oz.	\$100,000 fine and/or 5 years imprisonment
1 oz. to 1 lb.	\$250,000 fine and/or 10 years imprisonment
1 lb. or more	\$1,000,000 fine and/or 20 years imprisonment
Sale or delivery - less than 2.5 grams	\$75,000 fine and/or 3 years imprisonment
2.5 grams to 1 oz.	\$250,000 fine and/or 10 years imprisonment
1 oz. or more	\$1,000,000 fine and/or 20 years imprisonment
L.S.D.	
Possession - less than 400 micrograms	\$2,000 fine and/or 1 year imprisonment
400 micrograms to 4,000 micrograms	\$25,000 fine and/or 5 years imprisonment
4,000 micrograms to 40,000 micrograms	\$100,000 fine and/or 10 years imprisonment
40,000 micrograms or more	\$500,000 fine and/or 20 years imprisonment
Sale - less than 400 micrograms	\$25,000 fine and/or 3 years imprisonment
400 micrograms to 4,000 micrograms	\$100,000 fine and/or 10 years imprisonment
4,000 micrograms or more	\$500,000 fine and/or 20 years imprisonment
Heroin	
Possession - less than 200 milligrams	\$2,000 fine and/or 1 year imprisonment
200 milligrams to 1 gram	\$100,000 fine and/or 5 years imprisonment
1 gram to 2 grams	\$250,000 fine and/or 10 years imprisonment
2 grams or more	\$1,000,000 fine and/or 20 years imprisonment
Sale - less than 200 milligrams	\$100,000 fine and/or 5 years imprisonment
200 milligrams to 1 gram	\$250,000 fine and/or 10 years imprisonment
1 gram or more	\$1,000,000 fine and/or 20 years imprisonment



Appendix (Con't)

Depressants, Stimulants, and Narcotic Drugs (other than Heroin and Cocaine)

Possession - less than 100 times the recommended individual therapeutic dosage	\$2,000 fine and/or 1 year imprisonment
100 to 1,000 times the recommended individual therapeutic dosage	\$25,000 fine and/or 5 years imprisonment
1,000 to 10,000 times the recommended individual therapeutic dosage	\$100,000 fine and/or 10 years imprisonment
10,000 times or more the recommended individual therapeutic dosage	\$500,000 fine and/or 20 years imprisonment

Sale - less than 100 times the recommended individual therapeutic dosage	\$25,000 fine and/or 5 years imprisonment
100 to 1,000 times the recommended individual therapeutic dosage	\$100,000 fine and/or 10 years imprisonment
1,000 times or more the recommended individual therapeutic dosage	\$500,000 fine and/or 20 years imprisonment

Hallucinogens other than L.S.D.

Possession - less than 10 doses	\$2,000 fine and/or 1 year imprisonment
10 to 100 doses	\$25,000 fine and/or 10 years imprisonment
100 to 1,000 doses	\$100,000 fine and/or 10 years imprisonment
1,000 doses or more	\$500,000 fine and/or 15 years imprisonment

Sale - less than 10 doses	\$25,000 fine and/or 5 years imprisonment
10 to 100 doses	\$100,000 fine and/or 10 years imprisonment
100 or more doses	\$500,000 fine and/or 15 years imprisonment

All Drugs other than Marijuana

Manufacture or cultivation	Maximum penalty \$1,000,000 fine and/or 20 years imprisonment
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Second offenses, selling to minors, or selling on school property carry more severe sanctions.

# Controlled Substances - Uses & Effects

TOLERANCE  
DURATION (Hours)  
USUAL METHODS OF  
ADMINISTRATION

DRUGS/ CSA SCHEDULES	TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLERANCE	DURATION	USUAL ADMIN.	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
			Physical	Psychological						
NARCOTICS										
Opium	II III V Dover's Powder, Paregoric Parepectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine	II III Morphine, MS-Contin, Roxanol, Roxanol-SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine	II III V Tylenol w/Codeine, Empirin w/Codeine Robitussin A-C, Fiorinal w/Codeine	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin	I Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone	II Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)	II Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone	II Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics	I II III IV V Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin <sup>2</sup>	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS										
Chloral Hydrate	IV Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates	II III IV Amytal, Butisol, Fiorinal, Lotusate, Nembutal, Seconal, Tuinal, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
Benzodiazepines	IV Ativan, Dalmane, Diazepam, Librium, Xanax, Serax, Valium Tranxene, Verstran, Versed, Halcion, Paxipam, Restoril	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone	I Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide	III Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants	III IV Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS										
Cocaine <sup>1</sup>	II Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II Biphetamine, Delcobese, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine	II Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate	II Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants	III IV Adipex, Cylert, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS										
LSD	I Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal syndrome not reported
Mescaline and Peyote	I Mexc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants	I 2,5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine	II PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues	I PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens	I Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS										
Marijuana	I Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity, and decreased appetite occasionally reported
Tetrahydrocannabinol	I II THC, Marinol	Cancer chemotherapy antiemetic	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish	I Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil	I Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			

<sup>1</sup> Designated a narcotic under the CSA. <sup>2</sup> Not designated a narcotic under the CSA.



# Federal Trafficking Penalties

As of November 18, 1988

CSA	PENALTY		Quantity	DRUG	Quantity	PENALTY					
	2nd Offense	1st Offense				1st Offense	2nd Offense				
I  and  II	Not less than 10 years. Not more than life.  If death or serious injury, not less than life.	Not less than 5 years. Not more than 40 years.  If death or serious injury, not less than 20 years. Not more than life.	{ 10-99 gm or 100-999 gm mixture }	METHAMPHETAMINE	{ 100 gm or more or 1 kg or more mixture }	Not less than 10 years. Not more than life.  If death or serious injury, not less than 20 years. Not more than life.	Not less than 20 years. Not more than life.  If death or serious injury, not less than life.				
			{ 100-999 gm mixture }	HEROIN	{ 1 kg or more mixture }						
			{ 500-4,999 gm mixture }	COCAINE	{ 5 kg or more mixture }						
			{ 5-49 gm mixture }	COCAINE BASE	{ 50 gm or more mixture }						
			{ 10-99 gm or 100-999 gm mixture }	PCP	{ 100 gm or more or 1 kg or more mixture }						
	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.	{ 1-10 gm mixture }	LSD	{ 10 gm or more mixture }	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.				
			{ 40-399 gm mixture }	FENTANYL	{ 400 gm or more mixture }						
			{ 10-99 gm mixture }	FENTANYL ANALOGUE	{ 100 gm or more mixture }						
			Drug		Quantity			First Offense		Second Offense	
			Others²	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.			Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.			
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.		Not more than 10 years. Fine not more than \$500,000 individual, \$2 million not individual.						
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.		Not more than 6 years. Fine not more than \$500,000 individual, \$2 million not individual.						
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.		Not more than 2 years. Fine not more than \$200,000 individual, \$500,000 not individual.						

\*Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

\*Does not include marijuana, hashish, or hash oil. (See separate chart.)

## Federal Trafficking Penalties - Marijuana

As of November 18, 1988

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	<b>Marijuana</b> Mixture containing detectable quantity*	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	<b>Marijuana</b> Mixture containing detectable quantity*	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	<b>Marijuana</b>	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	<b>Hashish</b>		
1 to 100 kg	<b>Hashish Oil</b>		
50-99 plants	<b>Marijuana</b>		
Less than 50 kg	<b>Marijuana</b>	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual
Less than 10 kg	<b>Hashish</b>		
Less than 1 kg	<b>Hashish Oil</b>		

\*Includes Hashish and Hashish Oil

(Marijuana is a Schedule I Controlled Substance)





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753

June 1994

(802) 388-3711

To Faculty, Staff, and Students at the Bread Loaf School of English:

We write to you concerning the Human Immunodeficiency Virus (HIV) which causes the Acquired Immunodeficiency Syndrome (AIDS). Recent statistics show a significant increase nationally in the number of AIDS cases reported in the past year. In addition, recent statistics from the Center for Disease Control indicate that over 361,000 Americans now have AIDS and that many more have been infected by the virus (HIV). Most of these people do not know they are carriers. The AIDS epidemic continues to be of concern nationally and, therefore, it must also concern each of us at Middlebury. Members of our community have received treatment for the virus which causes AIDS.

We believe it is important that you understand what resources are available on campus in the areas of education, diagnosis, treatment, and support. We also believe it is important that we inform you of the policy guidelines at Middlebury.

The American College Health Association (ACHA) provides a series of guidelines for college policy based on facts from the best recent medical data available. Middlebury College has used those guidelines and adapted them to our particular needs.

ACHA recommends that colleges not adopt blanket policies concerning individuals with AIDS or AIDS-related conditions. Rather, it suggests that certain guidelines be followed and that the college analyze and respond to each case individually. Middlebury College has established a committee of three people whose responsibility it is to do this. For the 1994 school year these individuals are:

- 1) Ruth K. Grant, M.D., College Physician
- 2) Gary Margolis, Ph.D., Director of Counseling and Human Relations
- 3) Kathleen Ready, MSN, Head Nurse

In order to provide essential medical support, appropriate health and hygiene counseling and related assistance, any member of the community who has tested positive for HIV or who has AIDS or an AIDS-related condition are strongly recommended to consult with either the College Health Center or their own physician. In addition, individuals who are HIV positive or who have AIDS, are asked to consult with one of the

individuals named above. Responses to such occurrences will be guided both by Middlebury's commitment to the protection of individual rights, including confidentiality, and by necessary consideration of the community public health interest.

If you think you may have been exposed to AIDS or have symptoms of AIDS, we strongly urge you to make contact with the college Health Center. Through the Health Center you will receive information, evaluation, counseling and support, and education regarding testing options. Confidentiality is maintained in accordance with laws governing the privacy of medical information.

It is important that we all be acquainted with the latest information concerning AIDS. We strongly urge each of you to read the enclosed handout which contains guidelines for handling blood and body fluids, and information on HIV, which everyone needs to know. Additional information pamphlets, such as AIDS...What Everyone Should Know and Make Sex Safer pamphlets, and free condoms are available to all members of the community at the Parton Health Center in the waiting room, and in the stairwell on the east end of Carr Hall and at Cornwall Infirmary. If you have any questions regarding AIDS or HIV, we encourage you to speak to a nurse at the Cornwall Infirmary. Or if you prefer to speak with a resource outside of the College, we encourage you to call the toll-free hotline at the Vermont Health Department (1-800-882-AIDS). This information is free and calls are confidential.

Remember studies and guidelines from the Center for Disease Control and the Public Health Service indicate that individuals with AIDS or AIDS-related conditions do not pose a health risk to others through casual contact. Available evidence indicates that AIDS is transmitted only by intimate sexual contact or by exposure to contaminated blood.

Sincerely,

*Yonna McShane*

Yonna McShane, MEd.  
Health Educator  
Counseling and Human Relations

*Ruth K. Grant*

Ruth K. Grant, M.D.  
Medical Center Director  
Parton Health Center

*Kathleen Ready*

Kathleen Ready, MSN  
Head Nurse  
Parton Health Center



MIDDLEBURY COLLEGE HIV TASK FORCE  
GUIDELINES FOR HANDLING BLOOD AND BODY FLUIDS

"Guidelines for Handling Blood and Body Fluids" refers to the "Universal Precautions" measures one takes to prevent the transmission of bloodborne diseases such as hepatitis B and HIV. They are called universal because they are recommended whenever there is potential exposure to blood or body fluids of another individual whose infection status is most likely unknown.

Bloodborne diseases can be transmitted from an infected individual to another when there is sufficient contact between the infected individual's blood, semen, vaginal secretions, or blood-containing fluid and another's non-intact skin or mucous membranes. These diseases can also be transmitted through a puncture wound with a contaminated needle or sharp object. Middlebury College therefore recommends the following for the handling of blood and body fluids:

1. Barrier methods such as gloves are strongly recommended whenever someone is at risk for direct exposure to another individual's blood or body fluids. The Health Center will provide gloves to anyone who requests them, free of charge. Members of the custodial staff should wear latex gloves when cleaning bathrooms. The custodial staff should disinfect reusable gloves after contact with blood or body fluids.
2. Good handwashing is important after any potential contact with blood or body fluids, even if gloves are worn. If you get blood or body fluids on your skin, wash well with copious amounts of soap and water. If you come into direct contact with blood or body fluids, we recommend speaking with a nurse at the Health Center.
3. Procedures for the decontamination of environmental surfaces and objects soiled by blood or body fluids should be adopted and implemented. The Public Health Service recommends the cleaning of contaminated surfaces with a household bleach (Clorox) and freshly diluted 1:10 - 1:100 in water.

Students should contact the custodial staff at ext. 5243 to clean any blood spills, rather than attempting to clean it themselves. If it is after-hours or on the weekend, Campus Security should be contacted.

4. Extreme caution should be exercised in disposing of needles. Students and employees may obtain an infectious waste container from the Health Center, if needed.
5. Laboratory courses requiring exposure to blood such as finger pricks for blood typing or examination should use disposable equipment. No lancets or blood-letting devices should be reused or shared.
6. No student is required to obtain or process the blood of others.
7. Implements that may become contaminated with blood such as razors, toothbrushes, or tweezers should never be shared by individuals.



## AIDS AND HIV - WHAT WE ALL NEED TO KNOW

AIDS and the HIV infection does not discriminate based on sex, sexual orientation, race, socio-economic class, etc. Many men and women who are HIV positive do not realize that they are carrying the virus because it is not unusual for individuals to remain symptom free for many years. However, people who have the HIV infection can transmit the virus to others even if they have no symptoms. HIV can be transmitted by semen, blood, blood products, and vaginal and cervical secretions. Theoretically, the virus is contained in other body fluids, however, whether or not it is present in sufficient amount to transmit the infection is unclear. You can reduce your risks of being infected by HIV if you:

1. Make well informed and safe choices about sexual activity. If you do not have vaginal, anal, or oral sexual intercourse, you will be providing yourself with excellent protection against the sexual transmission of HIV.
2. Always use safe sex practices if you are engaging in sexual activity involving intercourse and take precautions with every partner. Communicate assertively with your sexual partner and always use latex condoms when engaging in intercourse. Spermicides containing nonoxynal-9 may increase the protection provided by a condom. Latex squares or dental dams are rubber devices that may be used during oral intercourse. The level of protection this practice provides is not known, but it is logical to assume that this may reduce the risk of acquiring HIV if they are used properly and consistently.
3. Separate alcohol and drug use from sexual activity. Having sex when you are drunk or drugged, often results in not practicing safer sex. Alcohol and drugs impair cognitive function, making adequate decision making more difficult. They also make communicating more difficult.
4. Never share needles or engage in any other activity which may result in exposure to blood. (see the other side of this handout for more information on blood precautions).

Remember your behavior determines your risk for acquiring HIV. If you do not engage in risky behavior, you greatly reduce your risk of infection.

Remember studies and guidelines from the Center for Disease Control and the Public Health Service indicate that individuals with the HIV infection or AIDS do not pose a health risk to others through casual contact.

## BREAD LOAF SCHOOL OF ENGLISH

Student Health Services  
Telephone: 388-7945, ext. 14

Clinic Hours: 8 a.m. - 4 p.m., Monday - Friday  
10 a.m. - 4 p.m., Saturday & Sunday

Middlebury College offers health services through the Cornwall Clinic, Parton Health Center, and The Center for Counseling and Human Relations. On the Bread Loaf campus, a registered nurse is available at the Cornwall Clinic, Monday thru Friday from 8 a.m. to 4 p.m. and 10 a.m. to 4 p.m. Saturday and Sunday. M.D. and N.P. appointments are available on Middlebury College's main campus by seeing the nurse at the Cornwall Clinic.

The following health services are available to students:

- \* Assessment and treatment of injuries and illnesses;
- \* Consultation regarding chronic health problems;
- \* Allergy injections;
- \* Health education;
- \* Referrals to medical or counseling resources for care beyond the scope provided by Middlebury College;
- \* Inpatient accommodations when necessary;
- \* A one-day supply of basic medications and certain laboratory tests;
- \* Psychological counseling (see below)

EMERGENCIES AFTER-HOURS: After hours, students may go directly to the Emergency Room at Porter Medical Center in Middlebury if treatment cannot wait until the Cornwall Clinic reopens. A physician is always on duty at the Emergency Room. Depending on the situation, there may be charges for the Emergency Room and related professional services. There is always a charge for laboratory tests, x-rays, hospital admission and actual medical emergencies.

SERIOUS EMERGENCIES: In situations perceived as life threatening or serious medical emergencies such as difficulty in breathing, significant loss of blood, unconsciousness, or back and neck injuries, call the Middlebury Volunteer Ambulance Service at 388-3333. PERSONS WITH NECK OR SPINAL INJURIES SHOULD NEVER BE MOVED.

## PSYCHOLOGICAL COUNSELING

The Center for Counseling and Human Relations is located in Carr Hall on the Middlebury College campus. Three psychological counselors



are available for crisis intervention, for short-term counseling and for making referrals to local therapists for students wishing more intensive or long-term summer help. For appointments call 388-3711, ext. 5141 between 8 a.m. and 2:30 p.m.

If you need to speak to a counselor after-hours, contact Counseling Service of Addison County at 388-6751 or 388-7641.

#### ACCIDENT INSURANCE

Middlebury College DOES NOT provide sickness insurance, but does automatically provide accident insurance for students while they are enrolled in the summer session. Walter Sussenguth and Associates will pay for the expense of treating injuries up to a total of \$2,000 for any one accident. The company will cover the first \$100 of an accident. Claims in excess of \$100 will be paid only if they are not payable under the terms of other policies covering the student. Covered treatment includes x-rays, laboratory tests, surgery, physician's visits, nursing care, hospital care and treatment, and prescription drugs. The expense for dental treatment of injuries to sound natural teeth is limited to \$1,000.

Claims should be reported within 30 days from the date of the accident and applicable medical bills must be submitted within 90 days to:

Boston Mutual Life Insurance Company  
Student Health Claims  
120 Royall Street  
Canton, Massachusetts 02021

You should be aware of the limitations and exclusions of this plan before making a claim for benefits. You may obtain claim forms at the Cornwall Building. If you have any questions, please contact the company at the above address or use the toll free number: 1-800-669-2668

#### CONFIDENTIALITY

The College health services maintain confidentiality of your records, appointments and conversations. Ordinarily, no information of a personal nature is transmitted to anyone without your written consent. Exceptions are made when there is a clear and present danger to you or the life of another person. In such cases, deans, family, Security and/or professional personnel may be notified. An attempt is made to contact the person named on the confidential health form, if a student is unconscious, critically ill, seriously injured or about to undergo emergency surgery. In such situations, College health care personnel reserve the right to notify the director or dean of the school.

In cases of assault, health care staff will urge that in the interests of personal and community safety, you report or allow staff to report, anonymous information about the occurrence to Campus Security and the Director of the Bread Loaf School of English. This report, however, is your decision and will be made only with your permission.



## SUBSCRIPTION BLANK FOR NEW YORK TIMES

Since some of you may want to keep in touch with the outside world, you can subscribe to all the news that's fit to print in the New York Times.

Check below the kind of subscription you want, if any; payment in full will be due when you pick up your first copy at the Front Desk. Subscriptions will be from Wednesday, June 22 to Wednesday, August 3.

### CHECK ONE

_____ Daily only	\$31.00
_____ Sunday only	\$16.50
_____ Daily and Sunday	\$46.50

YOUR NAME (Please Print) \_\_\_\_\_

Please do not send payment in the mail. Bring it with you to Bread Loaf.  
Please return this form, if you are subscribing, by **June 15, 1994**, to the Bread Loaf office.

n Port Henry, N'

Nu Way Linen      Port Henry, New York

## BREAD LOAF

Name

\_\_\_\_\_

Last

\_\_\_\_\_

First

Address

\_\_\_\_\_

Street

\_\_\_\_\_

City

\_\_\_\_\_

State

\_\_\_\_\_

Zip

6 week session \$45.00



Nu-Way Linen  
68 South Main Street  
Port Henry, New York 12974

Nu-Way Linen  
68 South Main Street  
Port Henry, New York 12974

Telephone 518-546-7666

Dear Student:

Nu-Way Linen has been selected to provide linen service for students attending Middlebury College's Bread Loaf School of English for the 1994 Summer Session. A weekly linen service includes 2 sheets, 1 pillow case and 3 bath towels. The price for this six week service is \$45.00 and includes a deposit of \$10.00 which will be refunded when a complete set of linen is returned at the end of the session. An order form and return envelope is enclosed for your convenience. Please make checks payable to Nu-Way Linen.

Thank you and good luck this Summer.

Sincerely yours,

William Joyce

**BREAD LOAF**

I will arrive by bus at the Middlebury Bus Station ☐

I will arrive by private car at Bread Loaf ☐

at..... on.....  
hour of day day of week and month

Name.....

In order to facilitate transportation arrangements, please return  
this card before.....

**JUN 13 1994**



PLACE  
STAMP  
HERE

BREAD LOAF SCHOOL OF ENGLISH  
MIDDLEBURY COLLEGE  
MIDDLEBURY, VT 05753



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

May 16, 1994

Dear Bread Loaf Relatives and Friends,

I want to welcome all relatives and friends of Bread Loaf students to our campus in Vermont. Bread Loaf is much more than a School; it is a community with shared intellectual, social and recreational interests.

You who are not enrolled students are cordially invited to join in as many on-campus activities as you wish. This includes attending the evening lectures or panel discussions, faculty and student readings, and receptions. There is also a school-wide picnic at the Frost Farm. We also offer films, plays, and dances. You are welcome to use the tennis and volleyball courts, Johnson Pond, and the Snack Bar in the Barn. You may purchase meal tickets at the Front Desk as space permits whenever you'd like to join on-campus Bread Loaf students for a meal. I'm sorry, but we are unable to accommodate children of students at meals. If you'd like to audit classes, you may do so after checking with the Bread Loaf Office to see whether the instructor permits auditors. It has been a tradition since 1920 to pay the School \$1.00 a class hour to help the Bread Loaf office meet their routine office expenses in providing services to classes (photocopying, etc.). Teri West, the Theatre Production Manager, would welcome your assistance in mounting our dramatic productions. You are encouraged to try out for a part in our major production, Shakespeare's **As You Like It** or our other productions.

There are also a few restrictions, which I'm sure you'll find understandable. Dogs must not be brought on campus because they create a serious nuisance by barking outside open classroom windows, by annoying students and faculty in the Barn, or worse, being left unattended in cars. We also ask that children not be allowed to play in the area of the Barn during class hours (8:30 a.m. to 5:00 p.m.).

Bread Loaf offers an informal weekday child-care program, Croutons, for all our off-campus youngsters. You can make arrangements by completing the enclosed Croutons form and sending it to the Bread Loaf office by June 10. The fees are minimal and the program terrific. Croutons can always use a helping hand, so if you have some free time, stop in and get acquainted with the program. Marian Litz, the Croutons Director (and the original Croutons founder) will also be planning one or two social gatherings, so off-campus students and families may get to know each other.

I hope we can make the summer a truly enjoyable one for you and your family.

Cordially,

*Jim Maddox*  
James H. Maddox  
Director

JHM/elh



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

May 1994

Dear Bread Loaf Parents,

Attending classes at the Bread Loaf School of English is hard enough. Attending classes while at the same time attempting to provide for the needs of a young child can be harrowing.

For the past several years, a child care program called "Croutons" has lessened the burden on students, faculty and staff who bring their children to Vermont. Starting out as a play group furnished with a few paintbrushes, Croutons has grown to such proportions that the School now provides facilities complete with a playground at Dragon's Den, less than a mile from the School.

Depending on the ages of the children in attendance, some of the activities offered may include creative writing, dramatics, cooking, music, reading, swimming, art, games, a field trip (possibly), and lots and lots of fun.

Hours are set for 8:15 to 5:15. Supervision during the lunch hour (12:45 - 1:45) is not provided. The rates below are for the first child in each family. The cost for each additional child from the same family will be one-half the stated rates.

AGES: Two to 8

Full day \$7.50  
Morning only (8:15 - 12:45) \$4.50  
Afternoon only (1:45 - 5:15) \$3.00

AGES: 9 and above

Full day \$5.50  
Morning only (8:15 - 12:45 ) \$3.00  
Afternoon only (1:45 - 5:15) \$2.50

All children of students, faculty, and staff staying at Croutons do need to pay for the service. The older children get paid a modest rebate--perhaps to use as their own spending money during the summer--if they choose to be "Croutoneers" and assist the Crouton staff.

Children 9-11 are paid \$.25 an hour  
Children 12 and above are paid \$.50 an hour

Children under the age of two will be supervised only during actual class hours. Additional supervision may be arranged with the Crouton Director, but will depend on how much help is available. The charge for infant care and children up to two is \$2.00 per hour. The very young children will be accepted if their parents can provide a playpen (or something similar) in which the baby can be safely tended.



Children frequently like to bring special things to share with their friends at Croutons, and also to take home special things they have made. Please provide him/her with a fairly sturdy plastic bag with handles that can also be used to hold a change of clothing, an old shirt or smock for painting days, swim suits, towels, diapers, bottles, blankets, toys, etc.

It would be helpful to have an idea of how many children may be in attendance this summer. If you are planning on having a child cared for on a regular basis, please send the attached registration form by June 15 to the Bread Loaf office.

We would also like to suggest that if you have a couple of spare hours a day, you might think about helping out at Croutons and seeing what the program is all about.

Sincerely,

A handwritten signature in cursive script that reads "Jim Maddox".

James H. Maddox  
Director

JHM/elh

CROUTONS

Please mail this form by June 15 to:

The Bread Loaf School of English  
Sunderland 220  
Middlebury College  
Middlebury VT 05753

Children's names and ages

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Parent's name and home address

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## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

May 19, 1994

Dear 1994 Wait Staff:

I would like to start this letter off with a heartfelt thank you for agreeing to be on the 1994 Bread Loaf Wait Staff. "Thank You! Thank You! Thank You!" Your acceptance has helped with the planning to make sure that the School has a smooth beginning.

This year there is a team of head waiters: Patricia (Patty ) and Daniel (Dan) Robb. They were head waiters last year and so are now experts on juggling schedules, etc.

Enclosed is a handout of guidelines for being a waiter. Please read them over before you come and bring them with you for reference. There will be a meeting for waiters after breakfast on Tuesday (June 21st) at which time Patty and Dan will show you where things are and help you settle in. You will begin working with lunch on Tuesday.

The Financial Aid Office would like me to remind each of you to turn in your aid offer form if you have not done so.

We would like to request that you arrive on Monday, June 20. This will allow you to settle in and be ready for your meeting Tuesday morning and let you get through the registration line once your meeting is over.

We look forward to welcoming you to the Mountain very soon.

Cordially,

A handwritten signature in purple ink that reads "Elaine".

Elaine Hall  
Administrative Secretary



## INFORMATION FOR WAITERS

### THE GOLDEN RULE

Attendance. A former Bread Loaf head waiter is fond of quoting Woody Allen's observation that "90% of life is showing up." The School assumes that in accepting a waitership contract you plan to wait at every meal for which you are scheduled. If for any special reason you must have a meal off, see the head waiter team. Every week each waiter normally receives one full day free from his or her waiting duties in addition to receiving the breakfast of the following day off. Near the end of each week waiters should sign up for time off for the next week. The head waiter will post a days off sheet. Occasionally a waiter may need to hire someone to work in his or her place. Each waiter must assume responsibility for hiring and paying his or her substitute. A list of substitutes will be available.

Being courteous is just as important as "showing up." Try to remember these suggestions:

- Waiters should lend each other a hand whenever possible, particularly toward the end of the meal. Everyone occasionally falls behind schedule; waiter cooperation will help everyone finish more quickly.
- When you have your station completely set up, you may need to help someone else set his station.
- Courtesy, patience, and efficiency are extremely important to a smoothly run dining hall.
- The head waiters will be glad to help in any way they can with problems pertaining to the job. But do not expect the head waiters (or any other waiter) to overlook the unsatisfactory performance of a waiter. A waiter who fails to do his or her job jeopardizes not only his or her position, but also the morale and cooperative spirit of a traditionally close-knit and mutually supportive group.
- Treat the kitchen staff courteously and cooperate with them completely.
- Remember: Do not seek efficiency at the expense of dining hall etiquette, regardless of the conduct and etiquette of the people you serve. If you have a problem with a customer, discuss it with the head waiters and they will do their best to alleviate the problem.
- In the past, waiters have adopted different styles of waiting. Courtesy is most important. Trying too hard to be efficient can produce unwanted results ranging from the mildly embarrassing plight of having extra drinks on your hands to the uncomfortable awareness that you have been rude to a fellow member of the Bread Loaf community.

## THE LOGISTICAL INFORMATION ABOUT THE DINING HALL AT BREAD LOAF

- The door of the dining hall is kept open for fifteen minutes after the start of each meal (thirty minutes at breakfast) during which time guests are permitted. After the door closes, no guests are normally admitted.
- Each waiter will serve two tables of six or three tables of four each.
- Stations will be changed periodically so that no one will have easier posts than others for any length of time.
- Those waiting at the faculty table and the children's table should go to the head of the serving line in the kitchen.
- Any visitors eating in the dining hall must buy a meal ticket at the Inn desk, and give it to the head waiter at the door.
- The dining hall is to be run as an inn: it is not a college cafeteria. There is no guest menu, but meals are individually served and should be served properly. The customer is always right. If you do not think so, tell the head waiters, not the diner.
- While you are eating, the head waiters will announce the stations for the meal. They will post the assignment sheet so that you may check it in case you miss the announcement.

## A QUICK GUIDE TO WAITING ON TABLES, FOR THOSE WHO HAVE NEVER DONE IT BEFORE

- Serve food from the left; beverages from the right. Remove plates from the left. Some tables are very close together and hard to squeeze between, but try not to lean across guests to reach the plates.
- Wait until all guests at a given table are finished with a course before bringing the next one unless some of these at the table were very late arrivals or a guest requests to be served before the others.
- Do not remove silverware or slide dishes from a guest's place until he or she is finished with that course. Wait a moment before taking the plate, rather than snatching it away the minute the fork is set down.
- Be sure to ask whether anyone would like seconds. (After checking with servers in the kitchen.) At the end of the main course clear bread, butter, jam, etc. Guests may have seconds on beverages. Hot coffee seconds are normally served by pitcher.
- At the end of the meal you may clear the place of the individual as soon as he or she is finished eating completely. If the person wishes to linger over a beverage, that is fine, but you may continue to clear the rest if he or she is finished. Never clear while people are still eating unless they are nearly finished, for others at the table may well feel rushed.
- If there is a question in your mind about what someone wants, ask the guest.

- Do not allow dishes and garbage to stack up on trays. Remove them quickly to the kitchen so that dishwashers can finish their work more quickly.

- Scrape and stack dishes according to size. Separate silverware on the tray to save time.

#### WAITING DUTIES SPECIFIC TO BREAD LOAF, FOR THOSE WHO HAVE WAITED BEFORE, BUT NOT AT BREAD LOAF

- Try to keep your waiting jacket clean. You will change jackets twice each week (Wednesday and Sunday). Do not take someone else's jacket if you misplace yours or if someone accidentally takes yours.

- It is a good idea to keep in your jacket a small pad and pen for taking breakfast and beverage orders.

- After you have eaten and returned your dishes to the kitchen, you should put on your waiter's jacket and check the menu posted in the kitchen to see that you have put out the correct settings for the meal. (Waiters occasionally enjoy a broader fare than regular diners. Also, last minute changes may be made in the menu.)

- Following each meal, waiters should set places for the next meal. Tables should be thoroughly wiped with damp sponges or clothes. Place a fresh paper place mat at the center of each table. Each table should have reasonably full salt and pepper shakers, a bowl of sugar, a sugar spoon, a table lamp, an ask tray, napkins, and silverware. Put out dinner napkins at dinner only.

- Be sure to put out butter, catsup, relish, jelly, crackers, etc. when they are offered. You may need to put out serving spoons. Make sure there is a tray stand near your table. Make sure you have a pen and paper with which to take orders.

- The waiters serving as busers for the meal are responsible for pouring drinks in the kitchen while other waiters are setting stations.

- A few minutes before bell time the head waiters will let you know that you should have your station set up. When they announces that it is bell time you should be at your station. Light oil lamps for dinner a few minutes before bell time.

- Make sure windows are propped open and fans are on during warm weather.

- Waiters sometimes forget that they are expected to wait for the graduation banquet which takes place the evening of the day following final exams (Saturday). Waiters must spend several hours the morning of the banquet preparing the dining hall for the dinner. If you plan to leave prior to the banquet let the head waiters know and plan to hire a substitute. Waiters who leave prior to the banquet forfeit tips.

- Be sure to empty liquids into the sink before putting dirty glasses and cups on the rack.

- You will need to wipe off your tray with a sponge or cloth after returning dirty dishes to the kitchen. Keep your tray clean. Blobs of jelly, lumps of gravy, and



streams of milk not only mar the aesthetic appeal of your shiny tray, but also make for an unreliable grip on a trayful of fragile dishes.

- Be sure to put silverware in the appropriately labeled soaking basins. Do not throw silverware at the water. Splashing the dishwasher is forbidden. Occasionally waiters may have to fill in for dishwashers.

- Busers will assist waiters in returning dirty dishes, but each waiter is primarily responsible for busing his or her own station.

- Do not put untouched food, clean plates, or clean silver on the same tray with dirty dishes.

- No seconds on dessert will be served. Before bringing desserts from the kitchen, ask the people at your tables how many wish dessert. Bring only that number. Use underliners with small dessert dishes and with the dishes in which boiled eggs are served.

- Containers for unused butter, catsup, crackers, pickles, etc. will be on a counter in the kitchen. Please do not throw out unused condiments.

- After a meal has been served, tables cleared and reset, check to make sure there is nothing further to do before you leave. Make sure no trays have been left on stands in the dining hall. Trays are to be cleaned and stacked in the kitchen. Check to see whether you can help someone set his or her station. No waiters are to leave the dining hall until all stations are in order. If you have a class immediately following a meal, you may leave in time to get to class. It is not always necessary to leave the dining hall early in order to make it to class on time.

- Be sure to hang your jacket in the proper room. Do not leave it draped over a chair in the dining hall.

- Do not leave extra silverware, napkins, cloths, sponges, etc. at stations between meals. Do not "hoard" silverware.

- At breakfast, serve beverages right away. A buser will help serve refills of coffee.

- All food and beverages should be brought from the kitchen on a tray. If you have a small order (one cup of coffee), you may want to use one of the small trays. Return small trays to the kitchen so that others may use them. Do not accumulate trays at your station. You will usually have two tray stands. You should have no more than two trays.

#### THERE ARE A FEW THINGS WAITERS SHOULD NOT DO....

- No smoking in the dining hall or kitchen.

- No drinking before serving tables.

- Do not run in the dining hall or kitchen.

- There is no tipping until the end of the session. All tips will be divided evenly among the waiters.

- Waiters and guests may not use kitchen facilities for their personal use. Do not ask to do so. (Ice, for example, is for meal time use only. You may purchase ice at the snack bar in the Barn.)

- Never leave books, food, plates, glasses, or eating utensils in the waiters' dining area. Try to keep the back tables reserved for waiters and kitchen staff clean. Do not expect someone else to do the job for you.

- Do not cluster in groups or sit down while guests are eating. Do not retire to the waiters' table to eat. Stay by your station. If there is a lull during a meal, it saves time to get your napkins and silver for the next meal.



MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

22 June 1994

To: The Wait Staff

From: Jim Maddox *Jim*

This is a note to remind you that, as waiters, you will need to stay at Bread Loaf--and on your job--through the Commencement Banquet on the evening of August 6.

I look forward to working with you this summer. All of us at Bread Loaf are very happy to have you on the staff.





MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

May 19, 1994

Dear Computer Room Assistant,

Thank you very much for volunteering to work in Bread Loaf's Computer Room this summer. I have enclosed a general description of some of your duties.

The Director of the Computer Room is Caroline Eisner. Caroline has graduated from Bread Loaf with an M.A. and is currently working on her M.Litt. degree.

We would like to request that you arrive on Monday, June 21st to get settled and to help prepare the computer room for use.

At this point, there are four assistants hired with one position still available. Hopefully, this will be filled soon. If not, I will be recruiting on Registration Day for one more member of your team. The team so far consists of: Greg Applestein, Suzanne Price, Erin Purcell and James Mason.

I hope you have fun getting prepared for Bread Loaf. I'll see you all soon.

Cordially,

Elaine Hall  
Administrative Secretary

## JOB DESCRIPTION FOR COMPUTER ROOM ASSISTANTS

1. Computer room assistants work twenty hours per week for full room and board. Hours will be assigned by the Computer Room Director, Caroline Eisner. Hours will be worked around the student classes, but will include at least one weekend shift.
2. Assistants should arrive at Bread Loaf by Monday lunch, the day before the session begins. They should be prepared to work Monday afternoon, evening and all day Tuesday (as necessary) for the setting up of the computer center. This could include unpacking and setting up the computers and assisting in inventory.
3. Assistants should be prepared to stay through Saturday at the end of the session and to put in six hours of packing around closing activities.
4. Daily shift duties will be explained and updates as need by the Computer Room Director. Duties will include the following:

### MORNING

- a. Unlock doors and open windows
- b. Empty dehumidifier
- c. Tally previous days user ours and put forms in file
- d. Put out new user count forms
- e. Plug in machines
- f. Load softward
- g. Turn on File servers and load network diskets
- h. Turn on CD Rom, etc.

### ALL SHIFTS

- a. Answer student's questions
- b. Write down any problems and post on bulletin board
- c. Write down questions you can't answer on bulletin board
- d. Tally user hours at the end of your shift
- e. Keep sign up sheets accurate. Ask stayers to re-sign, or write names down yourself
- f. Answer phone and take messages
- g. Nudge users off machines if new users are waiting
- h. Lock doors for lunch or dinner
- i. Warn users to save often, especially when storms approach
- j. During severe electrical storms, turn off and unplug machines.
- k. Replace paper as necessary and toner cartridges.
- l. Arrange for an approved substitute if you can't cover your shift. You will need to be responsible for paying the sub with cash or trade hours.

### CLOSING

- a. Close and lock windows
- b. Turn off machines
- c. Shut down machines according to instructions on server
- d. Unplug all machines
- e. Empty dehumidifier if necessary
- f. Collect software and put away
- g. Lock both doors.

### Guidelines for Packing Up the Computers

Here are some guidelines for taking apart and packing up the computers. By now, some of you are old hands at this. If this is your first time doing it, don't worry -it's much easier than putting the computers together. Allow yourself plenty of time, though, so you don't feel frazzled or rushed. Remember to send back not only the computer (and printer, if necessary), but also all the manuals and software that you have on loan from Bread Loaf. Be sure to send a special list of EVERYTHING that is being sent so we will know if anything doesn't arrive.

These instructions presume that you still have the original boxes to ship the computers back in. If you don't you should check with your local UPS office regarding packing procedures. The steps listed will depend on the type of machine you are packing.

1. LABELS. Check to make sure that each piece (box) is labelled with your name. If you have more than one computer, each should also have a number on the label. If the labels are missing, please put a stick-on label on each piece.
2. PACKING MATERIAL. It is also assumed that you have the original packing foam the computer came in. If this is badly damaged, it will need to be supplemented with other packing material. ***Be sure to wrap the pieces in the plastic bags to insure that dust and pieces of foam do not get into the computer and cause damage.*** This is especially critical if foam peanuts are used. Newspaper is not an appropriate packing material because of the dust and it just doesn't protect the machines.
3. CLEANING. We hope that all the computers will arrive back at the Mountain in good condition. You can clean the monitor screens with Windex, and the keyboard with a little 409 or Fantastik. Just be sure to spray the cleaner on a cloth, not the computer itself.
4. MONITOR. Unplug the monitor cord (the thin one) and pack it in the box with the monitor.
5. DISK DRIVE. Unscrew the heavy gray cord that connects it to the CPU, tape the screws securely to the top of the disk drive, and pack it in this box. Close the doors of the disk drive to prevent anything from finding its way inside.
6. CPU (Keyboard). You don't need to remove the cards from inside the CPU. If your computer is connected to a printer or modem, unscrew these connections. Please screw the screws back in, so that they hold that part of the connections in place. Pack the CPU securely, and tuck in the CPU cord where it won't rattle around.
7. PRINTER. These are heavy, but otherwise not hard to pack. Take the paper out and wipe the machine off. Disconnect the cord that connected it to the CPU (if you don't already do that in 6 above) and make sure the screws are all there. Then secure the printer in its styrofoam and tuck in the cord. For laser printers, the toner cartridge **must** be removed and sent back separately in its box.
8. MANUALS. These should also be labelled; initials will do. If they fit in the boxes with the computer components, you can pack them there. Otherwise, just box them up separately.
9. SOFTWARE. It's especially important for us to know exactly what software is being returned. Make sure you include it in your list to Bread Loaf. Disks should be in paper sleeves so they don't get scratched. Pack disks either in cardboard sleeves or disk box if you have one. If you don't have either, just put them between cardboard in a sturdy envelope.

If you have ANY trouble taking things apart, don't hesitate to call the Bread Loaf office. Good Luck!



## Computer Survey - 1994

Name \_\_\_\_\_

1. Do you own your own computer?

Yes ☐

No ☐

2. What kind of computer do you own?

Macintosh

IBM (or clone)

Apple II(e, c, gs)

Other

☐ What kind? \_\_\_\_\_

☐

☐

☐ \_\_\_\_\_

3. Do you have a computer on campus or at your off-campus housing?

Yes ☐

No ☐

4. What kind(s) of computers do your students most often use at school?

Macintosh

IBM (or clone)

Apple II(e, c, gs)

Other

None

I am not a teacher

☐

☐

☐

☐ \_\_\_\_\_

☐

☐

5. Do you plan to use the Bread Loaf computer room this summer?

Yes ☐

No ☐

Unsure ☐

6. If you use the computer room, what kind of computer would you prefer to use?

Macintosh

IBM (or clone)

Other

☐

☐

☐ \_\_\_\_\_

BREAD LOAF SCHOOL OF ENGLISH

LOANER COMPUTER AGREEMENT

In agreeing to borrow a computer from the Bread Loaf School of English for the academic year 1994-95, I agree to the following:

I will either arrange for the safe transporting of the computer to my home or school or pay Bread Loaf a \$25.00 fee for handling and shipping.

I will use the computer, either at home or at school, as an integral part of my teaching activities in 1994-95.

I will ship the computer back to Bread Loaf, at my own cost, in late spring, 1995, according to the instructions I will receive from the Bread Loaf office.

I will follow the packing instructions appended to the end of this agreement.

I understand that Bread Loaf is in no way responsible for any costs incurred during the loaner period for the repair of the computer.

\* \* \*

Packing instructions for the return of the computer.

1. Keep all materials--the box and the styrofoam packing--in which the computer is shipped to you.
2. When the time comes to ship the computer back, first wrap the computer in a large plastic garbage bag.
3. Use the original packing materials, including the styrofoam, to secure the computer in the original box.
4. Pack all the cables--keyboard cord and power cord--and the mouse securely in the box.
5. Pack newspaper in the empty spaces in the box.
6. Inside the box, include an index card with your return address and Bread Loaf's address.

\* \* \*

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

## Fire Safety At Bread Loaf

Dear Students, Faculty, and Staff,

Bread Loaf buildings are old and wooden, so please be extra careful with fire. Candles and other open flames are not allowed inside our buildings. When fireplaces are in use, make sure the spark screen is in place. If you hear a smoke detector alarm go off, check it out right away; don't wait. Report malfunctioning alarms and alarms that need batteries to the Front Desk of The Inn or to me.

In the event of a fire, keep the following information in mind:

1. Notify as many residents as possible, and clear the building.
2. Dial 0(Zero, "OPER") from any campus phone to notify the Front Desk and Campus Security. Extensions 42, 13, and 16 may be used as back-up numbers. The Ripton Fire Department can be reached at 9-388-4306.
3. Do not try to save personal belongings. People die when escape time is sacrificed in order to save inanimate objects.
4. If you can't extinguish the fire with one fire extinguisher, then vacate the building immediately. Position your body between the fire and the door when using a fire extinguisher, so you can escape quickly. Read and follow the instructions on the fire extinguisher.
5. Within smoky environs, stay low--below as much of the smoke as possible--and crawl to an exit.
6. If you think there is a fire outside a room you are in, feel the door. If it's hot, do not open it. Go to a window and keep it open. Yell for help out the window, and hang something--a blanket or a sheet--out the window to draw attention to your location.
7. One person on each floor or in each dorm will be asked--by Steve Duffy--to act as Fire Marshal. That person will have a roster of residents to help take attendance in emergency situations. That person will also be asked to be the primary source of information to fire fighters who will arrive on the scene. If the Fire Marshal is not present, then others should offer help to the fire fighters: missing persons, the layout of the building, and so on. But everyone should not overwhelm the fire fighters on the scene. Remain calm.

This may sound a little scary, but this information is necessary and it can save lives. It is good to think of our own safety and the safety of those around us. Questions and

over



comments can be directed to me, Steve Duffy, and Mark Wright, the three Assistants to the Director. Thank you for your help.

Sincerely,

*Woody*

Douglas Woody Woodsum



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

23 June 1994

To First-Year Bread Loaf Students:

At the Bread Loaf School, each of your professors will write a series of summary comments on your course-work; these remarks--which, needless to say, provide much fuller information than the grades you receive--become a part of your Bread Loaf record.

I am enclosing with this memo a waiver/non-waiver form, which you must sign, in order for us to make these comments a part of your record. You may choose to waive your right to see the comments written on your work, or you may choose to refuse to waive that right.

Please believe that there is nothing sinister about this form and this choice: all applicants to colleges and graduate schools must make precisely this decision (because of Federal law) about the confidentiality of letters of recommendation. I'm simply trying to make all options clear to you.

Since I use the comments mainly to assist me in writing letters of recommendation on behalf of Bread Loaf students, I would strongly suggest that you waive your right to access: a letter of recommendation written under conditions of confidentiality is likely to carry more weight than a letter to which the person recommended has access.

In the event that you refuse to waive your right to access, some--perhaps most--professors will probably write exactly the same comments they would have written if the comments were confidential. Sometimes, however, a professor refuses to write comments except under conditions of confidentiality. And, as I mentioned above, it is possible that a letter of recommendation not written under conditions of confidentiality will carry less weight than a confidential letter.

If you would like to discuss any of this with me, I would be happy to meet with you.

*Jim*

Jim Maddox

## PLACEMENT AND READMISSION RECORDS

### BREAD LOAF SCHOOL OF ENGLISH

The policy of Middlebury College and the Bread Loaf School of English regarding the Family Educational Rights and Privacy Act of 1974 is as follows:

Students or former students have the right to inspect and review all Placement, Admission, and Readmission Records placed in their files after 1 January, 1975, unless they sign the Student's Waiver Statement attached. Placement Records are letters of recommendation written by the Director of the School of English. Admission letters are the letters submitted by your references at the time of your acceptance at the School. Readmission Records are comments submitted each summer by your instructors regarding your performance. These comments are used by me for determining readmission and for preparing letters of recommendation.

If the Student's Waiver Statement is not signed, your instructors will be advised that comments they may submit cannot be held confidential. The School will defer to the wishes of any instructor who does not submit an evaluation under those circumstances. In such cases, letters written on your behalf may be considerably more sparse in this content, and readmission will be determined only on the basis of your grades.

Please sign the blue waiver form on the appropriate line and return it to the Bread Loaf Office immediately. Feel free to stop by with any questions or concerns you may have as well.



James H. Maddox  
Director



### STUDENT'S WAIVER STATEMENT

I hereby waive my rights to review materials placed in my file after 1 January, 1975, with the understanding that:

1. Letters of recommendation containing evaluations from my instructors at Bread Loaf will be forwarded to an institution, organization, or private party only upon my request. The institution, organization, or private part receiving this letter of recommendation will be instructed not to permit any other part to have access to the information without my written consent.
2. This waiver will remain in effect until I notify, in writing, the Office of the Director of the Bread Loaf School of English, at which time letters of recommendation will be removed from my file.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

### DECLARATION NOT TO WAIVE MY RIGHTS

I hereby decline to waive my right to inspect and review materials placed in my file after 1 January, 1975.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

27 June 1994

To All First-Year Bread Loaf Students:

Here is some information compiled for you by the Bread Loaf staff, who are eager to help you get acquainted with all the services that Bread Loaf offers. Read over the information below. If you have any questions, either go directly to the relevant staff folks, or ask your question at the front Desk or in the Bread Loaf office; or ask me.

  
Jim Maddox  
Director

**\*The Bread Loaf Office (Elaine Hall and Marilyn DeLaney)**

The Bread Loaf office is open from 8:00 to 4:00, Monday through Friday, and offers a variety of services, including scheduling meeting with the Director.

The office accepts materials for photocopying that are hand-outs required by the professor (poems for each member of the class, etc.) We do ask that you try to give us a 2-hour turn-around time. There is a coin-operated copy machine in the Library office for duplication of articles, plays, poems, and other personal copying. The charge is 10 cents a page.

The office has a FAX machine, available for important communications. There is no charge for a reasonable number of incoming FAXes (which will be delivered to your box); outgoing FAXes carry a charge of \$1 per page. The machine is available only during office hours.

Family members may, with the professor's permission, audit a course. We have an honor system for this contingency: please pay at the Bread Loaf office \$1 per class attended.

The Bread Loaf office also handles all scheduling matters for the School--meetings, rehearsals, room-use, etc. It is very important that you not schedule any event without consulting the office

Elaine and Marilyn wish to stress that you should never hesitate to come to them with questions.

**\*Front Desk (Edward and Victoria Brown)**

The Front Desk is open Monday-Saturday, 8 a.m. until 8 p.m. and Sunday from 9 a.m. until 8 p.m. During those hours the desk has a limited

U.S. postal mailing services, UPS pick up, check cashing (up to \$50 per day) and change for the laundry and copy machine.

The switchboard is open Monday-Saturday, 8 a.m. until 11 p.m. and Sunday, 9 a.m. until 1 p.m. and 5 p.m. until 11 p.m. Dial "9" for a local call and to use a 1-800 credit card call. For other long distance calls, dial "0". A shuttle service, at no cost, into Middlebury is offered three times a week: Tuesday, Wednesday, and Friday, leaving at 2 p.m. and returning at 4:30 p.m.

All problems relating to the physical plan of the campus should be referred to the Front Desk. Finally, the Front Desk is a great resource for local info: churches, restaurants, bed and breakfasts, and outdoor activities.

**\*Davison Library (Judy Watts, Brent Goeres, Barbara Lynch, Pamela McClain, Chris Brady)**

Davison is a small collection which serves well because all of its users are committed to sharing the materials. The librarians want you to be aware that what is not among the 4,000 titles in the collection, or the 1,000 books brought up to the Reserve Collection, may be available through the request system set up for you. The Davison staff will do whatever is possible to answer your questions and to secure materials for your study. Just ask.

Remember that you assume full responsibility for all materials charged to you.

**\*Computer Center (Caroline Eisner)**

The Computer Room has IBMs with WordPerfect 5.1 and Macintoshes with Microsoft Word, Microsoft Works, and MacWrite.

Within the next two weeks, we will hold classes on Macintosh basics, Microsoft Work on the MAX, as well as IBM Windows, DOS, and WordPerfect for the IBM.

Throughout the summer we will teach classes on BreadNet, the telecommunications network of Bread Loaf. All Bread Loaf students, past and present, can receive free accounts to this network.

**\*BreadNet**

BreadNet is Bread Loaf's telecommunications network. If you have a computer and a modem, you can use electronic mail to share ideas with other teachers during the school year. You can also take part in computer conferences on various topics that range from alternative assessment to



setting up a computer lab. We also offer well-organized projects so that your students can work on computer networks with other students.

This summer we will offer everyone on campus an account on BreadNet. If you are interested, you should come to the introduction-to-BreadNet meeting, which will be announced in **The Crumb**. After that, you can sign up for a lesson in the Apple Cellar and try it out. You should use the network all you want this summer at no charge, and you are invited to use BreadNet in your classrooms throughout the year. Stay tuned for meetings this summer about telecomputing.

You should also be aware that you may use BreadNet this summer for Internet e-mail.

**\*Sports (Woody Woodsum, Mark Wright, Steve Duffy--all of whom take care of many things besides sports)**

Co-ed ultimate frisbee, for people of all skill levels, is the fastest growing sport at Bread Loaf. An informational meeting and/or a sign-up sheet will be mentioned soon in **The Crumb**, and after all players' schedules are considered, playing times will be announced. Softball games are played Sunday afternoons at 2 p.m. Often local players from Ripton join the crew. We have extra gloves. There are three clay tennis courts next to the library, and there are two public courts in East Middlebury, ten or fifteen minutes West of Bread Loaf via car. Innkeeper, Ed Brown, has offered to organize a Bread Loaf tennis tournament. See Ed for details. There are tons of athletic facilities at Middlebury College. Bring your student I.D. Hours for the College facilities were printed in the first issue of **The Crumb** and are available at the front desk. The athletic department can be reached by dialing 9-388-3711 on any campus phone. Many years in the past students have come forward to organize soccer games here on campus. There is a swimming hold behind the Barn. Hike suggestions and a guide to The Long Trail are available at the front desk. Two and a half croquet sets, a soccer ball, and a volleyball are also available. Students wishing to exercise their highest "muscles" by fasting in the wilderness should discuss their plans with Director Maddox first.

### **\*Cornwall Infirmary**

Health Services at Middlebury College are offered through the Cornwall Clinic, Parton Health Center and the center for Counseling and Human Relations. The Cornwall Clinic, located diagonally across Route 125 from the Inn, is staffed by a registered nurse and is open weekdays from 8 a.m. to 4 p.m. and weekends 10 a.m. to 4 p.m. When necessary, the Nurse can refer students to the college physician or nurse practitioner at Parton

Health Center on the main campus in Middlebury. The Cornwall Clinic's extension is 14.

If one needs medical assistance after hours, proceed to the Emergency Room at Porter Medical Center (PMC) in Middlebury. The number for PMC is 388-7901. (Maps to PMC are available on the door of the Cornwall Clinic.)

In situations perceived as medical emergencies, call the Middlebury Volunteer Ambulance at 388-3333. Alert the front desk as well.

The Center for Counseling and Human Relations is located in Carr Hall on the main college campus and staffed by psychological counselors. For an appointment, one may call 388-3711, Ext. 5141 between 8 a.m. and 2:30 p.m.

If one needs to speak with a counselor after hours, contact the Counseling Service of Addison County at 388-6751 or 388-7641.

For further information concerning the range of services and referrals, please call the appropriate phone numbers above.

Theatre at Bread Loaf, 1994

The Bread Loaf Theatre staff invites you to join us this summer to act, work backstage, watch rehearsals, or simply to be a member of the audience for the many events scheduled. Here's what's happening:

Wednesday, June 29: SOME AMERICANS ABROAD, a staged reading of the play by Richard Nelson, presented by the Acting Ensemble.

Wednesday, July 6: Prose and Poetry: a workshop presentation of writing from Bread Loaf faculty and students, directed by Anne Scurria

Wednesday, July 13: IN A BAR IN A TOKYO HOTEL, a workshop production by the Acting Ensemble

Tuesday through Thursday, July 19-21: THE SHAWL and DARK PONY by David Mamet; a student production directed by Ashley Gates

Wednesday through Sunday, July 27-31: AS YOU LIKE IT, by Shakespeare, presented by the Acting Ensemble and members of the Bread Loaf community.

The Acting Ensemble is a company of nine professional actors in residence at Bread Loaf. They work in classes, lead workshops, and perform many of the major roles in AS YOU LIKE IT. But they don't perform ALL the major roles. The Theatre program at Bread Loaf is very unusual for it joins professionals with amateurs to present theatre by the community for the community. We want and need you to join us as actors and technicians.

So we encourage you -- students, faculty, staff and neighbors -- to audition for AS YOU LIKE IT and for the David Mamet plays. Major roles for students in AYLI include Audrey, Oliver, Amiens (a singer), and Silvius. In addition, we'll be casting several students (mostly men, but some women) in smaller speaking roles. We also hope the Madrigal singers will be in the play, so if you like to sing and act, that's one way to do both. The Mamet plays have excellent roles for both men and women -- in fact, the roles in THE SHAWL may be cast with either men or women.

Auditions will be held this Wednesday at 7:30 in the Theatre. Come try out, or come watch. If you'd like to look over the plays before you read for us, copies are available in the library.

If you'd like to work backstage on scenery, props, costumes,

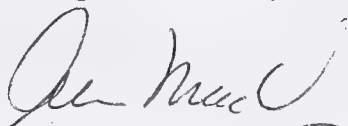


help out as a stage manager for the one-acts or as an assistant on AS YOU LIKE IT, come to auditions and let us know, or stop by the theatre office at any time. We need you -- and we think you'll find the theatre a wonderful place to work and play.

Finally, everyone is welcome to come to any of the evening rehearsals in the theatre. Feel free to drop in for a few minutes or a long visit. Seeing AS YOU LIKE IT in rehearsal is a special way of appreciating its complexity and enjoying it fully when it's finally produced.

We hope you'll join us in the theatre this summer.

For the Theatre Staff and the  
Acting Ensemble,

  
Alan MacVey

THE BREAD LOAF SCHOOL OF ENGLISH

is pleased to announce:

**THE BREAD LOAF POETRY PRIZE**

(funded by a gift from Robert Haiduke)

\$300 to be awarded

for one or two poems, a maximum of  
three pages total manuscript

Contest Rules:

1. The submission must not exceed the two-poem, three-page limit.
2. All work must be previously unpublished and must not have received any other prize.
3. The poems may be on any subject, in any form.
4. The poems must be typed or word-processed on 8 1/2 by 11 white paper.
5. The author's name must not appear on any page of the manuscript.
6. Staple to the manuscript a sealed envelope containing the title(s) of your work, your name, and your Bread Loaf box number.
7. Leave your work in the Bread Loaf Office.
8. The deadline for all submissions is Monday, July 18, 1994 at noon.  
The community will be notified of the results on Friday, July 29, 1994.
9. Manuscripts will not be returned.

1994

Bread Loaf Poetry Contest

Winning Poems



**A Trip Made for a Best Friend  
at Thirteen**

The expression on his face  
is stamped in my  
thirteen year old memory,  
framed by that dirty depot window,  
blank, tired, staring out,  
your dad,  
looking old,  
unshaven and ashamed  
that his son had to come pick him up  
someplace in the city,  
someplace with topless bars and adult book  
stores where he bought sex  
the night before,  
and relieved quickly  
stole back to his long  
eight cylinder army green  
Chrysler Fury which was slumped beside  
an abandoned warehouse,  
only to find that he had left his key  
stuck deep in the ignition  
and electric windows that wouldn't budge.  
He must have laid  
awake all night in that  
dingy train station knowing  
he had no one else to call  
but his sixteen year old son.  
I remember the three of us  
riding home silently,  
your dad like a prisoner in the back seat,  
you and me awkwardly in front  
as if we were in charge,  
the two of you meeting glances  
in the rearview mirror.

- by Robert Hunter

## Veins

I reach to the floor  
to pick up something  
as trivial as a pin,  
focus sharply on my tanned  
hand, the highways  
of thick blue veins  
and hints of metacarpals  
like tent poles under  
canvas

and see,  
my dead mother--  
her identical hands,

that rubbed my back  
when I could not sleep,  
that held her callused palm to my  
forehead for fever,  
that held me to her breast  
for life,  
that reprimanded,  
that cooked, that washed,  
that pointed to what I  
should see,  
that did so much,

that I freeze for an instant,  
not wanting to scare her off  
like the nervous goldfinches  
she used to lure  
to our backyard crabapple  
trees with a thistle seed feeder.

- by Robert Hunter

## Lines on a Dietary Preference

No meat, no meat, no meat, I say, no meat.  
Nothing from a womb or suckled from a teat.

No interlarded sausages, no veal,  
No fowl, no frog, no lox or cocker spaniel.

No, I will serve no dog in this veggie house.  
No Farley Mowat heroes of tundra mouse,

No muskrat-- those Michiganders called them fish  
During Lent so they could eat them-- Perniciousness!

No Swedish meatballs, no rocky mountain oysters,  
Nothing that bleeds when it's cooked or calls for basters.

If you want a good cow tongue sandwich with poupon  
Then start your hams a marching and move along.

No whale meat, shark fin, or calamari,  
No raw bar or bottle-nosed mahi mahi.

No kippered nothing, no once-breathing vittles,  
No pate, pope's nose or Weiner Schnitzel.

Here the grub is corn pone, starfruit, and ziti.  
Love apples, not oysters, conjure Aphrodite.

Here B.L.T.'s mean bean curd, not bacon.  
There are more harvesters than butchers in heaven.

Note: Farley Mowat, a well-known Canadian author and biologist, lived on a diet of mice for a time while researching his book, Never Cry Wolf. He ate mouse sandwiches.

- by Douglas Woodsum



## Sea Smoke

--After Cree Indian Naming Poems

He was born on a night so cold, his afterbirth  
froze before the squaws had done with it.  
The next day rings of frost marked the birds'  
hot eyes. He was named for his grandfather  
who also was born on a night the lake ice groaned  
making the sounds of whales. But the sea is where  
his grandfather was known and where he, too, was known.  
It seemed one canoe held three generations as each one  
paddled--  
one before the other's birth, one after the other's death--  
before dawn to the rafts of sleeping eiders on the bay,  
paddled quiet as the sea smoke drifting in flame shapes.  
They shot ducks and seals with arrows.  
They surprised the deer along the shore.  
Steam rose out of the hot body cavities  
of the game they dressed. Blood brightened their hands.  
He, who had never seen his grandfather,  
said he could hear the old hunter breathe  
when the feathered arrow flew past his ear.  
When the sea smoke cleared, both of them would rest,  
sleeping long hours like bears. But unlike bears,  
they went out on the hunt when the bay was crowded  
with ice, and the ducks floated with their bills  
tucked under their wings.

- by Douglas Woodsum

## BREAD LOAF SCHOOL OF ENGLISH

July 25, 1994

Dear Off-Campus Bread Loaf Student:

As you know, we try hard to maintain a responsible off-campus housing list for your convenience. Some owners are wonderfully cooperative and fair, but we have discovered others who are less user-friendly. We'd like your help in evaluating the local rental properties.

Would you please return this evaluation of your accommodations to assist next year's Bread Loaf students who wish to live off campus?

1. Please identify and describe your accommodations.
  - a. Owner:
  - b. Description of location of house or apartment:
  - c. Rental fee:
  - d. Distance from School:
2. Will you be renting this place in 1994?
3. Please evaluate your accommodations:
  - a. What were the advantages and drawbacks?

b. Would you recommend that we list this place again? (Since there are so few places available, does coming to Bread Loaf outweigh the disadvantages of the place? Or would you recommend that we simply not list the place?)

Please turn over--

4. Comments, complaints, compliments:

Many thanks,

A handwritten signature in dark ink, appearing to read "Jim", with a stylized flourish at the end.

James Maddox  
Director



BREAD LOAF SCHOOL OF ENGLISH

July 25, 1994

Dear Bread Loaf Student:

I'd very much appreciate your assessment of Bread Loaf 1994: the program, the faculty, and life on the Mountain. Please mention what went well and what did not; perhaps most important, give a frank assessment of the faculty and your courses. Use the back of this sheet if necessary.

Sincerely,



James Maddox

1. Evaluation of literature, writing, and theater faculty and courses:

(over, please)

2. What are your assessments of the non-academic aspects of this summer's experience (social, domestic, etc.)?

3. Recommendations:

Name (optional)\_\_\_\_\_

## **STATISTICS**



**1994 First Year Students**  
**Vermont Campus, Andover Writing Workshop**

Enas Abdallah  
Tommy Anderson  
Michael Atkins  
Priscilla Aydelott  
Timothy Aydelott  
William Baldwin  
Amy Barta  
Ina Bauer  
Sabra Beck  
Wendy Beserra  
Ann Boone  
Gina Brierre (Andover)  
Vincent Broderick  
Polly Brown  
Mary Ann Cadwallader  
Louise Cadwell  
Robert Carey  
Julia Carlson  
Patricia Carlson  
Kurt Caswell  
James Chambley  
Peter Chung  
Jill Colley  
Deborah DeCenso  
Denise Foltz  
Emily Graeser  
Patricia Handley  
Linda Hardin  
Eliza Harding  
Beth Harris  
Angelyn Hays  
Andreas Herrmannspahn  
Elizabeth Huddle  
Bert Hunter (Andover)  
Nancy Jennings  
Carolyn Jones (Andover)  
Marva Jones (Andover)  
Charles Jordan (Andover)  
Alan Kelly  
John Kelly  
William Kennedy  
William Kirby  
Duncan Kriebel  
Elisa Kuriyagawa  
Roseanne Lara  
Margaret Lawrence  
Nancy Leverett  
Erica Levy (Andover)  
Margaret Lima  
Michael Liss  
Nancy Lockhart  
Victoria Lopez  
Beth Luckie  
James Mason  
Michelle Mauck

Magdalen Mayer  
Lusanda Mayikana  
Joan Meyer  
Carolyn Miltiades (Andover)  
Tess Miner  
Rhea Modeste (Andover)  
Renee Moore  
Judith Morrison  
Robert Murray  
Charlotte Nelson  
Nivea Ocasio (Andover)  
Mary Olsen  
Marisa Ortega  
Dyrken Ottmers  
Paul Parsons  
Anne-Marie Pelletier  
Robin Pete  
Debra Peterson  
Ross Piche (Andover)  
Carolyn Pierce  
Patsy Pipkin  
Marcia Pitcher  
Anja Rau  
Beverly Redhouse  
Jack Rode (withdrew)  
Roppel, Rosanne  
Susanna Ryan  
Nancy Salter (Andover)  
Jeffrey Scanlon  
Twila Schneiders  
Phillip Sittnick  
Sheri Skelton  
Eric Strickler  
Todd Sumner  
Nan Talahongva  
Elizabeth Temple  
Lauren Thomas  
Edward Tompkins  
Elizabeth Unger  
John Velasco-de Armas  
Vicki Vinck  
Leslie Walker  
Patsy Wallin  
Patsy Watts  
Jae Wilkins (Andover)  
Dana Williamson (Andover)  
Karl Wright (Andover)  
Carol Zuccaro

## **1994 Bread Loaf School of English, Vermont**

### **Rural Teachers of English Fellows**

#### Second Year (2)

Greg Applestein  
John Woodworth

West Rockport, Maine  
Weiser, Idaho

#### Third Year (5)

Dianne Alberts  
Michael Chirco  
Rebecca Cummins  
Paul Keane  
Thomas McKenna

Canaan, Vermont  
Penn Yan, New York  
Potomac, Illinois  
Norwich, Vermont  
Unalaska, Alaska

#### Fourth Year (9)

Candace Burkle  
Suzanne Curtis  
Lawrence Gavin  
Thomas Keelan  
Lanniko Lee  
Rebecca Leibinger  
Lisa O'Hara  
Josie Seymour  
Nancy Strain

Middlebury, Vermont  
LaCrosse, Washington  
Belview, Minnesota  
Ketchum, Idaho  
Java, South Dakota  
Sheridan, Wyoming  
Woodbridge, Virginia  
Brunswick, Maine  
New York, New York

#### Sixth Year (2)

Ellen Pearson  
Karen Wessel

Roosevelt, Utah  
Homer, Alaska

### **Gates Fellows**

#### First Year (2)

Elisa Kuriyagawa  
Michelle Mauck

Westminster, Colorado  
Denver, Colorado

#### Second Year (1)

Judy Nordstrom

Exmore, Virginia

## 1994 Bread Loaf School of English, Vermont

### DeWitt Wallace/Reader's Digest Fellows

#### First Year (32)

Michael Atkins  
Priscilla Aydelott  
Timothy Aydelott  
Sabra Beck  
Wendy Beserra  
Polly Brown  
Mary Cadwallader  
Patricia Carlson  
Emily Graeser  
Linda Hardin  
Nancy Jennings  
John Kelly  
William E. Kirby  
Roseanne Lara  
Margaret Lima  
Nancy Lockhart  
Renee Moore  
Judith Morrison  
Mary Olsen  
Robin Pete  
Carolyn Pierce  
Patsy Pipkin  
Beverly Redhouse  
Rosanne Roppel  
Philip Sittnick  
Sheri Skelton  
Nan Talahongva  
Lauren Thomas  
Edward Tompkins  
Vicki Vinck  
PatsyDean Wallin  
Carol Zuccaro

Hampton, South Carolina  
Kayenta, Arizona  
Kayenta, Arizona  
Tucson, Arizona  
Silver City, New Mexico  
Anderson, South Carolina  
Wallingford, Vermont  
Fairbanks, Alaska  
Zuni, New Mexico  
Greenville, South Carolina  
Ganado, Arizona  
Farmington, New Mexico  
Hattiesburg, Mississippi  
Mesquite, New Mexico  
Canaan, Vermont  
Walterboro, South Carolina  
Cleveland, Mississippi  
Charlotte, Vermont  
Sand Point, Alaska  
Window Rock, Arizona  
Chesterfield, South Carolina  
Oxford, Mississippi  
Globe, Arizona  
Ketchikan, Alaska  
Grants, New Mexico  
Shishmaref, Alaska  
Polacca, Arizona  
Winnsboro, South Carolina  
Lake Havasu, Arizona  
Phoenix, Arizona  
Laurel, Mississippi  
Saint Johnsbury, Vermont

#### Second Year (9)

Janet Atkins  
Sylvia Barlow  
Scott Christian  
Mary DuBose  
Barbara Everson  
Pauline Evon  
Karen Mitchell  
James Schmitz (self)  
Ellen Temple

Hampton, South Carolina  
Chinle, Arizona  
Kenai, Alaska  
Pawleys Island, South Carolina  
Honea Path, South Carolina  
Kwethluk, Alaska  
Douglas, Alaska  
Keams Canyon, Arizona  
South Burlington, Vermont



## **1994 Bread Loaf School of English, Vermont**

### **NEH Institute "Acts of Interpretation"**

Diane Alberts  
William Baldwin  
Amy Barta  
Anne Boone  
Michael Chirco  
Opal Croke  
Susan Hawley-Dicovitsky  
Duncan Kriebel  
Margaret Lawrence  
Nancy Leverett  
Heidi Lyne  
Charlotte Nelson  
Paul Parsons  
Debra Peterson  
Marcia Pitcher  
Jack Rode (withdrew)  
Twila Schneiders  
Leslie Walker  
Karen Wessel  
John Woodworth

Canaan, Vermont  
Glastonbury, Connecticut  
Omaha, Nebraska  
Healdsburg, California  
Penn Yan, New York  
Petal, Mississippi  
Silver Spring, Maryland  
Hershey, Pennsylvania  
Culpepper, Virginia  
Houston, Texas  
Cambridge, Massachusetts  
Provo, Utah  
South Wales, New York  
Eau Claire, Wisconsin  
North Shapleigh, Maine  
Whitefield, New Hampshire  
Salina, Kansas  
Raton, New Mexico  
Homer, Alaska  
Weiser, Idaho

## **1994 Bread Loaf School of English, Vermont**

### **Names Scholarships**

The Hazel Haseltine Adkins Scholarship - Christopher Rokous

The Lillian Becker Scholarship - Matthew Fontis

The Challenger Award - Lisa O'Hara

The Reginald and Juanita Cook Scholarship - Anna Finch

The Beth Cubeta Memorial Scholarship - Paul Siewert

The Pauline Feicht Decker Memorial Scholarship - Michael Larson

The Kathleen Downey Memorial Scholarship - Patricia Phaneuf

The Margaret Grant Fielders Scholarship - Naomi Wax

The Laurence Holland Memorial Scholarship - Joseph Varone

The John M. Kirk, Jr., Memorial Scholarship - Martha Sutro

The Charles Orr Memorial Scholarship - Lauren Johnson

The William Sempreora Memorial Scholarship - Margaret McCarthy

The Dulcie Scott Memorial Scholarship - Jenifer Fox

The Wylie and Lucy Sypher Scholarship - Daniel Robb

The Raymond Waldron Scholarship - Laura Flaxman

The Ruth McCullough Walzer Memorial Scholarship - Charmion Gustke

The Clemson/Bread Loaf Writing Awards -

Greg Applestein

Thomas McKenna

Karen Wessel

The Bread Loaf Teacher-Researcher Awards - Patricia Forbes

The Robert Frost Chair Professorship - Robert Pack

The Frank and Eleanor Griffiths Chair Professorship - Michael Armstrong

The Ruth and Lillian Marino Professorship - Dare Clubb

AWARDS NIGHT, 1994

BREAD LOAF SCHOOL OF ENGLISH: VERMONT

Tonight is Awards Night, when we recognize a few of the people among us for the excellence of their work at Bread Loaf.

I'm pleased first to name the recipients of what are known as the named scholarships, the scholarships which have been established in memory of former Bread Loaf faculty, staff, and students. The recipients of the named scholarships have already, some time ago, been informed of the amount of the financial grant they have received this summer; tonight's occasion only gives the name to those awards and singles out these people for particular recognition for academic excellence and for other contributions to the community.

I'm especially grateful, in naming these awards, to the students and alumni and staff and faculty who over the years have made contributions to build these scholarship funds to the totals they have reached today. To all the contributors I send a letter of thanks each year; I want to thank you all again tonight.

I'll ask each recipient to stand and then be seated and let the rest of us clap our hands.

The Hazel Haseltine Adkins Scholarship was established on the evening of commencement in 1991 by Mrs. Adkins of the Middlebury



College class of 1916, in honor of her grandson John Platt who was graduating with his Bread Loaf class that night. Mrs. Adkins lives now in Saratoga Springs, New York, and will be pleased to hear that this year's recipient of the scholarship is **Chris Rokous**.

Lillian Becker was the Bread Loaf secretary for over 20 years, famous, in Joseph Battell fashion, for resolutely shutting down the office when she wanted to attend the class she had chosen for herself that summer. I'm happy to award the scholarship in her honor to a Bread Loaf student who is new to Vermont this summer, having spent his first three summers in Santa Fe: **Matthew Fontis**.

Reginald Cook, or "Doc" Cook was one of the legendary directors of Bread Loaf. His widow, Juanita Cook, still lives in Middlebury and takes an active interest in the School. The scholarship named in honor of Reginald and Juanita Cook goes this year to **Anna Finch**.

The Pauline Decker Scholarship was founded by Mr. Decker in honor of his wife, whom he had originally met and then married at Bread Loaf, thus inaugurating a tradition that has grown to alarming proportions. This year's Decker Scholar has in recent years given of his time and energies to teach in the newly liberated Hungary: **Mik Larson**.

The Kathleen Downey Scholarship was established in memory of a Bread Loaf alumna who died just as she was beginning a career in

3

teaching. Her family and friends have continued to contribute to the fund in her memory every year. This year's recipient is **Patty Phaneuf**.

Margaret Fielders is a living Bread Loaf legend, at work, at this point, on her fourth Bread Loaf degree. The most unusual thing about this summer is that Margaret is taking time off from her Bread Loaf studies. She will be pleased to know of the recipient of this year's scholarship, **Naomi Wax**.

The Laurence Holland Scholarship is named for a great scholar and teacher remembered with admiration and love by many people in the room tonight. He was known as one of the most brilliant of Bread Loaf teachers, and the scholarship is given each year to someone with similar qualities of mind. This year's recipient is **Joe Varone**.

John M. Kirk, Jr. was a Middlebury and Bread Loaf graduate who died young while pursuing yet another degree at Oxford. His parents, some of the most munificent of Bread Loaf's benefactors, added a scholarship in his name to their many other gifts to Middlebury and Bread Loaf. The John M. Kirk, Jr. Scholar for this summer is **Martha Sutro**.

Mr. Anthony Penale was a man who came to Middlebury as a student during the Depression. Financial difficulties forced him to withdraw before he was able to complete his degree, but he

established an award at Bread Loaf to ensure that students in the future would be able to make their way through. His gift, named in honor of Christa McAuliffe, is called the Challenger Award. This year's recipient is Lisa O'Hara.

I myself arrived at Bread Loaf only in the last years of one of the School's most beloved and saltiest neighbors, Dulcie Scott. The Scott family came to Joseph Battell's Bread Loaf, and they eventually bought some property which, before so many trees grew up, looked down upon Bread Loaf from the East. Dulcie herself was well-known for her intense sociability at her house with the widest and most hospitable porch in Vermont and equally well-known for her defiance of porcupines and coyotes, whom she was likely to treat in highly politically incorrect ways. Upon her death, her friends contributed to a fund in her name. This year's recipient of the Dulcie Scott Scholarship is Jenifer Fox.

Another name that is still familiar to many Bread Loaf people is Bill Sempereora, a great lover of Bread Loaf at Oxford who died while he was still pursuing his M.Litt. there. This scholarship was established in his name by his wife Meg and his many friends. This year's recipient is Meg McCarthy.

Wylie Sypher was one of the most celebrated of Bread Loaf teachers, a teacher who, like Elizabeth Drew, had students who wished to memorialize him so that his name would be mentioned and honored even when only one or two were left at Bread Loaf who



5

remembered him. The scholarship established in his name and that of his wife Lucy is awarded this year to **Dan Robb**.

Another young Bread Loaf student who died at an appallingly early age was Charlie Orr, memorialized in the small garden in back of the Inn as well as in the annual Charlie Orr Run. I'm happy to award the Charlie Orr Award to someone as central to the life of Bread Loaf as Charlie was: **Lauren Johnson**.

Mr. Raymond Waldron, a Bread Loaf alumnus, several years ago established a scholarship for a promising teacher from New York State. I'm very pleased to award the Waldrom Scholarship this summer to a woman whom the **New York Daily News** this year found it suitable to celebrate for her work in *Outward Bound* in New York City, **Laura Flaxman**.

The single largest gift to Bread Loaf for the establishment of a scholarship was a legacy from Laura Walzer, a Bread Loaf graduate in the 1940's. This summer's Walzer Scholar is **Charmion Gustke**.

The most recently established scholarship was inaugurated by the Bread Loaf class of 1967, on the occasion of its 25th anniversary. The scholarship was named to memorialize Beth Cubeta, the wife of my immediate predecessor as Director, Paul Cubeta. Following this generous gift by the class of 1967, many other alumni, faculty, staff, and friends of the School added to the scholarship fund, and the scholarship is now awarded for the first

5

6

time--to a Middlebury alumnus and Bread Loaf senior, Nick Siewert.

**Clemson/Bread Loaf Grants:**

Thanks entirely to the indefatigable efforts of Dixie Goswami, without whom Bread Loaf would not be Bread Loaf, the School is able to award each summer a number of grants for teachers to involve their classrooms in projects funded by the program called Clemson Writing in the Schools. The awards to students at Bread Loaf this year go to:

Alison Gray - Santa Fe

Karen Wessel - Vermont

Greg Applestein - Vermont

Janice Fitzgerald - Santa Fe

Tom McKenna - Vermont

Mary Reed - Oxford

Traci Saxton - Oxford

Sally Zitzmann - Oxford

**Bread Loaf Teacher-Researcher-Awards:**

Middlebury College and the Bread Loaf School have made additional funds available for teacher-research projects, with awards of \$500 each. The recipients of the Bread Loaf Teacher-Researcher Awards this year are:

Patty Forbes - Vermont

Robert Baroz - Oxford

Leslie Shaw - Oxford

Dean Woodring - Oxford

Finally, the Bread Loaf Professorships.

It used to be that playwriting was taught at Bread Loaf every other year or so. While fiction-writing and poetry-writing workshops were filled with students every summer, playwriting seemed to call forth a less enthusiastic response--and so we gave the workshop a break every other year, in order to build up a willing population. All of this changed in 1989. Beginning that year, not only did we have students every summer jostling and elbowing to get into the single playwriting workshop; I also soon began to be bombarded with demands--as yet unmet--that Bread Loaf offer more playwriting courses. The reason for the shift in situation was the arrival at Bread Loaf in 1989 of this year's Ruth and Lillian Marino Professor. The Marino Professorship itself was founded in 1990, as a result of the largest alumnae gift in the history of the School. Tonight's recipient is the fifth Bread Loaf faculty member to be appointed to the Chair. Even after the arrival of Victor Luftig at Bread Loaf, this year's Marino Professor is still the faculty member most likely to be mistaken for a Bread Loaf student--or even a Middlebury undergraduate. He is himself a widely known playwright; he teaches at Barnard and at the New School for Social Research; and he will this year be teaching his sixth summer's worth of Bread Loaf students in his playwriting workshop. He is Dare Clubb.

The Frank and Eleanor Griffiths Chair was established by David B. Griffiths, of the Bread Loaf class of 1967, in honor of his



7

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parents. This year's Griffiths Professor is in many ways unique among us. For one thing, unlike us, he's not even here. Also, unlike other Bread Loaf faculty members, he teaches in schools very much like those in which Bread Loaf students teach--a primary school. But, unlike Bread Loaf students, his primary school is in England, in Harwell. He is, I am tempted to say, the most learned of us all, the most constantly and eagerly curious, be the subject Tolstoy's writings, Paul Ricoeur, or the nature of children's narratives. He is intellectually omnivorous, unfailingly generous, and possessed of a general personal and cerebral quality that must be called bright-eyed and bushy-tailed. When he has built up a full head of steam, he is also, I must say, the single most amusing and entertaining person I have ever known. It is a privilege to be his student. It is a privilege to know him. It is a privilege to applaud him, even in his absence. He is **Michael Armstrong**.

The Robert Frost Chair was originally established by friends of the poet to honor his forty-two summers of lecturing at Bread Loaf. The Chair has been held by some of the most distinguished members of the Bread Loaf faculty over the years, and this year's recipient adds one of the most celebrated names to that august list. He has, hands down, the longest career at the Bread Loaf School of any current faculty member; this is his 26th year. Only one faculty member in the entire history of the School has taught here longer. One of the most admired and widely read poets of his generation, he has, interestingly, chosen **not** to teach poetry-

9

writing here at the School of English. He has instead taught a series of courses, not on the writing, but on the reading, of literature--especially English and American poetry from the Romantics to the present, with Shakespeare thrown in for good measure. His poetry is one of his major claims to fame. His teaching is a second. His critical writing is a third. He is also nationally known for being the Director of the Bread Loaf Writers' Conference, the great-grandparent of all writers' conferences. This is a particularly noteworthy year for him and the Conference, since he is leaving that directorship at the end of this summer's conference in August. For 22 years as Director, he has been a highly visible and influential leader of the Conference and, in that role, as well as in his capacity as poet, he has had a remarkable influence on the direction of modern American letters. On behalf of the whole Bread Loaf School, I am very happy to honor this year's Robert Frost Professor, **Bob Pack**.

This concludes Awards Night. Let me remind you that, at 7:15, in Barn 1, Lusanda Mayikana will be speaking, very informally, about this past year's historic events in her native South Africa. I hope to see you there.

# 1994 Bread Loaf School of English, Vermont

## General Statistics

### Vermont Campus, BL/Andover Workshop

Student Attendance by states:  
(according to applications)  
41 states; 9 foreign countries

Alabama	1	Brazil	1
Alaska	9	Germany	5
Arizona	12	Hungary	1
California	11	Japan	3
Colorado	7	Kenya	1
Connecticut	13	Kuwait	1
Delaware	3	Republic of South Africa	1
District of Columbia	1	Switzerland	1
Florida	4	Turkey	1
Georgia	6		
Hawaii	1	Vermont Student Enrollment	238
Idaho	2	Men	83
Illinois	1	Women	155
Kansas	1		
Louisiana	1	BL/Andover Student Enrollment	14
Maine	6	Men	4
Maryland	6	Women	10
Massachusetts	22		
Massachusetts (Andover)	2	Total Student Enrollment	252
Michigan	3	Total Men	87
Minnesota	3	Total Women	165
Mississippi	7		
Missouri	3	Former Students	147
Nebraska	1	New Students	105
Nevada	1		
New Hampshire	3		
New Jersey	9		
New Jersey (Andover)	6		
New Mexico	6		
New York	14		
North Carolina	1		
Ohio	1		
Ohio (Andover)	3		
Pennsylvania	6		
South Carolina	10		
South Dakota	1		
Tennessee	2		
Texas	4		
Utah	5		
Vermont	22		
Virginia	6		
Washington	4		
West Virginia	2		
Wisconsin	3		
Wyoming	1		

### Vermont Campus ONLY

Number of Courses	33
Total Number of Faculty	24
Faculty teaching one course	14
Cancellations	74
1994 M.A. Degrees, Vermont	36
1994 M.A. Oxford	18
1994 M.A. Santa Fe	3
1994 M.Litt. Degrees, Vermont	0
1994 M.Litt. Oxford	0
1994 M.Litt. Santa Fe	0

Vermont, Financial Aid Students 151



Candidates for M.A.	177
Candidates for M.Litt.	12
Candidates for M.M.L.	0
Undergraduates	4
Continuing Education	28
Undesignated	17
Auditor	0
Off-campus students	62
Pre-1988 B.A. or B.S. degree	161
Average age of students	35
Median age of students	32
Students under 21	0
Students 21-15	24
Students 26-30	83
Students 31-35	38
Students 36-40	19
Students 41-50	58
Students 51 & over	14
Unknown	3
Private School Teachers	70
Public School Teachers	106
College & Jr. College Teachers	7
Undergraduates	4
Graduate Students	5
Ph.D. Students	4
Unemployed	3
Other Occupations	39
Students Taking 3 Courses	9
Students Taking 2 Courses	222
Students Taking 1 Course	7
Auditors	0

# APPENDIX A

## Profile Comparisons of the Bread Loaf School of English New Mexico, Oxford, and Vermont - 1994

	<u>New Mexico</u>	<u>Oxford</u>	<u>Vermont</u>
Enrollment	65	70	238
Student Average Age	34	35	35
States Represented	25	24	41
Foreign Countries Represented	3	1	9
Student/Faculty Ratio	9:1	6:1	10:1

<u>Occupations</u>	<u>New Mexico</u>		<u>Oxford</u>		<u>Vermont</u>	
	#	%	#	%	#	%
Private School Teachers	19	29	28	40	70	29
Public School Teachers	27	43	29	41	106	45
College & Jr. College Teachers	1	1	2	3	7	3
Undergraduate Students	2	3	0	0	4	2
Graduate Students	0	0	1	1	5	2
Ph.D. Students	0	0	0	0	4	2
Unemployed	3	4	4	6	3	1
Other Occupations	13	20	6	9	39	16

## 1994 Bread Loaf School of English, Vermont

### Faculty Load

<u>Faculty</u>	<u>Total</u>	<u>Breakdown</u>
Armstrong, Isobel	37	19 + 17 + 1 IWP
Armstrong, Michael & Cazden, Courtney	11	11
Babb, Valerie	11	11
Benston, Kim	15	15
Cadden, Michael	39	10 + 19
Clubb, Dare	12	10 + 1 IWP + 1 ISP
Elder, John	14	13 + 1 IWP
Fleming, John	26	8 + 18
Goswami, Dixie	1	1 ISP
Harmston, Richard	11	11
Huddle, David	28	12 + 16
Lezra, Jacques	17	17
Luftig, Victor	9	9
Lunsford, Andrea	22	12 + 10
MacVey, Alan	12	10 + 1 ISP + 1 IWP
MacVey, Carol	20	11 + 9
Oles, Carole	13	13
Pack, Robert	16	16
Royster, Jacqueline	22	11 + 11
Sabin, Margery	16	16
Stepito, Robert	19	19
Wofford, Susanne	38	20 + 18
Wong, Hertha	33	13 + 20
Wood, Michael	34	19 + 15
Andover Workshop	14	14



## 1994 Bread Loaf School of English, Vermont

### Course Enrollments

5. Poetry Writing	Oles	12
6. Fiction Writing	Huddle	12
11. Power and the Sublime in Romantic Poetry	Armstrong, I.	19
16. Old English Language and Literature	Fleming	8
17. History and Theories of Writing	Lunsford	12
18. Playwriting	Clubb	10
19. Chaucer	Fleming	18
28. Shakespearean Tragedy	Wofford	20
34. The Nineteenth-Century British Novel	Wood	19
39. Contemporary American Short Story	Huddle	16
55. Studies in Literary Theory	Wood	15
58. American Autobiography	Wong	13
60. Shakespeare: Performing the Self Across Genres	Benston	15
62. Modern American Poetry	Stepto	19
73. Romantic Poetry and Its Inheritors	Pack	16
102. Spenser, Milton, and the Epic	Wofford	18
108. Modern Irish Literature	Luftig	9
109. Fiction of Empire and Break-up of Empire	Sabin	16
110. Women's Writing From the Margins	Armstrong, I.	17
125. Independent Summer Reading Projects	Staff	4
126. Independent Winter Reading Project	Staff	3
129. Acting Workshop	MacVey, C	11
137. Racial Perceptions and the Creation of Nineteenth-Century American Literature	Babb	11
154. Contemporary British Theater	Cadden	20
155. Writing and the Community	Harmston	11
156. Writing for Publication: A Seminar	Lunsford	10
162. Literacy across and beyond the Curriculum	Royster	11

168. Writing the Watershed	Elder	13
172. Writing Across the Universe of Discourse	Armstrong, M & Cazden	11
209. Bread Loaf/Andover Workshop	Bernieri	14
211. Native American Literatures: Louise Erdrich and Leslie Marmon Silko	Wong	20
213. The Director's Perspective: Shaping the Text	MacVey, A.	10
215. African American Women and Contemporary Public Discourse	Royster	11
216. Literary Modernism: Woolf, Faulkner, Morrison, and Latin American Narrative	Lezra	17
218. The Actor's Perspective: Embodying the Text	MacVey, C	9
219. The Dramaturg's Perspective: Questioning the Text	Cadden	19

# Bread Loaf School of English: **Enrollment Figures**

1920	51	1949	207	1977	206	VT = Vermont OX = Oxford NM = New Mexico AN = Andover PW = Piney Woods	
1921	84	1950	188	1978 (VT)	200		
1922	102	1951	165	1978 (OX)	59		
1923	112	1952	146	1979 (VT)	197		
1924	100	1953	115	1979 (OX)	53		
1925	105	1954	139	1980 (VT)	212	1993 (VT)	250
1926	106	1955	121	1980 (OX)	58	1993 (OX)	54
1927	130	1956	121	1981 (VT)	242	1993 (NM)	59
1928	115	1957	122	1981 (OX)	64	1993 (AN)	21
1929	116	1958	130	1982 (VT)	254	1993 (PW)	19
1930	129	1959	161	1982 (OX)	64	1994 (VT)	238
1931	111	1960	192	1983 (VT)	243	1994 (OX)	70
1932	103	1961	192	1983 (OX)	83	1994 (NM)	65
1933	62	1962	195	1984 (VT)	233	1994 (AN)	14
1934	74	1963	206	1984 (OX)	72		
1935	163	1964	211	1985 (VT)	243		
1936	179	1965	225	1985 (OX)	79		
1938	175	1966	222	1986 (VT)	258		
1939	173	1967	224	1986 (OX)	83		
1940	225	1968	208	1987 (VT)	249		
1941	237	1969	213	1987 (OX)	80		
1942	137	1970	224	1987 (AN)	8		
1943	63	1971	219	1988 (VT)	245		
1944	72	1972	215	1988 (OX)	78		
1945	97	1973	200	1989 (VT)	247		
1946	135	1974	219	1989 (OX)	72		
1947	173	1975	197	1989 (AN)	16		
1948	194	1976	184	1990 (VT)	241		
				1990 (OX)	74		
				1990 (AN)	16		
				1991 (VT)	236		
				1991 (OX)	51		
				1991 (NM)	66		
				1991 (AN)	12		
				1992 (VT)	241		
				1992 (OX)	57		
				1992 (NM)	79		
				1992 (AN)	17		



## **1994 Bread Loaf School of English, Vermont**

### **Continuing Graduate Education Students**

Susan Abbott  
Ina Bauer  
Wendy Beserra  
Vincent Broderick  
Candace Burkle  
Mary Ann Cadwallader  
Patricia Carlson  
Mary DuBose  
Barbara Everson  
Pauline Evon  
Emily Graeser  
Linda Hardin  
John Kelly  
Elisa Kuriyagawa  
Nancy Lockhart  
Heidi Lyne  
James Mason  
Michelle Mauck  
Karen Mitchell  
Judith Morrison  
Mary Olsen  
Patsy Pipkin  
Ellen Temple  
Lauren Thomas  
Edward Tompkins  
Cheryl Vann  
John Velasco-de Armas  
Vicky Vinck

### **Students Taking One Course**

Jennifer Brown  
Candace Burkle  
Louise Cadwell  
Denise Foltz  
Paul Keane  
William L. Kirby  
Susan Merrick

### **Students Taking Three Courses**

Nelson Barnes  
Barry Breakey  
Scott Christian  
Margaret Favretti  
Lanniko Lee  
Karen Mitchell  
Mark Puckett  
Karen Wessel  
Sean Williams

## **Undergraduates**

James Chambley  
Jill Colley  
Elizabeth Huddle  
Michael Liss

Augusta College  
Middlebury College  
Middlebury College  
Middlebury College

1994

Candidates for the Degree of Master of Arts

- |   |                                   |
|---|-----------------------------------|
| *BLAIR KLOMAN BIRDSEY                           | REBECCA ORCUTT LEIBINGER          |
| BARRY J. BREakey                                | +EDWARD LINTON, OSB               |
| JENNIFER K. BROWN                               | HAZEL LOCKETT                     |
| ELIZABETH W. CANADAY                            | +JULIE BOBRYCKI MACARTHUR         |
| ELAINE SCHNEIDER CHRISTENSEN                    | MARGARET MCCARTHY                 |
| ERIK C. CHRISTENSEN                             | *ALEXANDRA ELIZABETH MAHONEY      |
| ANNA J.H. CITRINO                               | LISA LOUISE O'HARA                |
| PETER A. COGAN ( <i>in absentia</i> )           | CONSTANCE J. PALMISANO            |
| RICHARD BURCH COMMONS                           | PATRICIA ANNE PHANEUF             |
| *MEAGHAN HUNDLEY DOWLING                        | SUZANNE PRICE                     |
| MICHAEL FRANCIS DWYER                           | *MARY E. PRUITT-REED Robert RAVEN |
| ELLY MIRANDA EISENBERG                          | *SANDRA ROBEY                     |
| MARGARET A. FAVRETTI                            | CHRISTOPHER PAUL ROKOUS           |
| ANNA ELIZABETH FINCH                            | *STEPHANIE MARIE RUENZEL          |
| PATRICIA FABRATHS FORBES ( <i>in absentia</i> ) | *MARY ANN SMITH SANTERRE          |
| JENIFER MILLARD FOX                             | *TRACI LEE JENKINS SAXTON         |
| *DAVID GRANT GILBERT                            | *LESLIE A. SHAW                   |
| *CLAUDIA LYNN GORDON                            | PAUL NICHOLSON SIEWERT            |
| +NANCY THERESA GRAY                             | DEBORAH VERPLANCK SMITH           |
| CHARMION ELIZABETH GUSTKE                       | *CATHERINE L. STEVENS             |
| HEIDI NORRIS HOOKER                             | MARTHA SUTRO                      |
| *SAMUEL M. INTRATOR                             | JAMES C. THOMPSON                 |
| LAUREN G. JOHNSON                               | ANN TIFT                          |
| JAMES CORNELIUS KAPTEYN                         | JOSEPH VARONE                     |
| *BRIAN DENNIS KELLY                             | *DAVID BROWN VICKERS              |
| *KRISTIN G. KELLY                               | NAOMI WAX                         |
| CHRISTOPHER GEORGE LACOPO                       | KAREN COOPER WESSEL               |
| LANNIKO LOUELLA LEE                             | *BARBARA BAUMAN WILSON            |

\*Graduated from the Bread Loaf School of English  
at Lincoln College, Oxford, August 13, 1994

+Graduated from the Bread Loaf School of English  
at St. John's College, Santa Fe, August 11, 1994



## **1994 Bread Loaf School of English**

### **M.Litt Students (All Campuses)**

#### **New Mexico:**

Catherine O'Connell  
Carol Tracy

#### **Oxford:**

William Henehan  
Melanie Menaugh  
Clayton Rowley  
Amy Thrall  
Margaret Villarreal  
Gerald Wesbrook

#### **Vermont:**

Jordan Adair  
Michael Atkins  
Stephanie Cravedi  
June Farkas  
Matthew Fontis  
Opal Croke  
Susan Merrick  
Ellen Pearson  
David Perry  
Annie Smith  
Patsy Watts  
Teri West

MIDDLEBURY COLLEGE ALUMNI AT BREAD LOAF SCHOOL OF ENGLISH

1994

Students

Sean Brennan  
Jennifer Brown  
Douglas Burdett  
Anne Bailey Burridge  
Louise Cadwell  
Laura Greco  
Eliza Harding  
A. Keith Kelly  
William L. Kirby  
Thomas McKenna  
Susan Merrick  
Julia Morris  
Barry Parker  
Edward Parsons  
James Quinn  
Daniel Robb  
Jeffrey Scanlon  
Paul N. Siewert  
Amy Stern  
James Thompson

Undergraduates

Jill Colley  
Elizabeth Huddle  
Michael Liss

Staff

Edward Brown  
Nathaniel Burt  
Hugh Coyle  
Steven Duffy  
Alexandra Sargent  
Douglas Woodsum

## **Decline to Waive Rights**

Vermont 1994

### **Returning Students**

Sylvia Barlow  
Sean Brennan  
Diane Christian  
Scott Christian  
Cecily Coughlan  
Mary Ginny DuBose  
June Farkas  
Paul Keane  
Paul McAdam  
Judy Nordstrom  
Robert Rue  
Lori Song  
Ellen Temple  
Cheryl Vann  
Douglas Wood

### **First-Year Students**

Sabra Beck  
Wendy Beserra  
Elizabeth Huddle  
William Kennedy  
Margaret Lima  
Nancy R. Lockhart  
John Velasco-de Armas



**COMMENCEMENT**

### BREAD LOAF COMMENCEMENT - 1994

1. At 6:00 the graduates meet in the Blue Parlor, where they are joined by the faculty and School guests and are escorted into the dining room.
2. Immediately after the banquet, the President and the faculty robe in Treman, or in the Theater Office if it is raining; candidates for graduation in the Blue Parlor, or in the Costume Shop if it is raining.
3. The procession forms on the porch outside the Blue Parlor. Stephen Duffy and Mark Wright will assist in establishing the line of march. Faculty form behind President McCardell and Mr. Maddox. Graduates form in alphabetical order behind the marshals.

#### Marshal

M.A. Breakey through Lacopo

#### Marshal

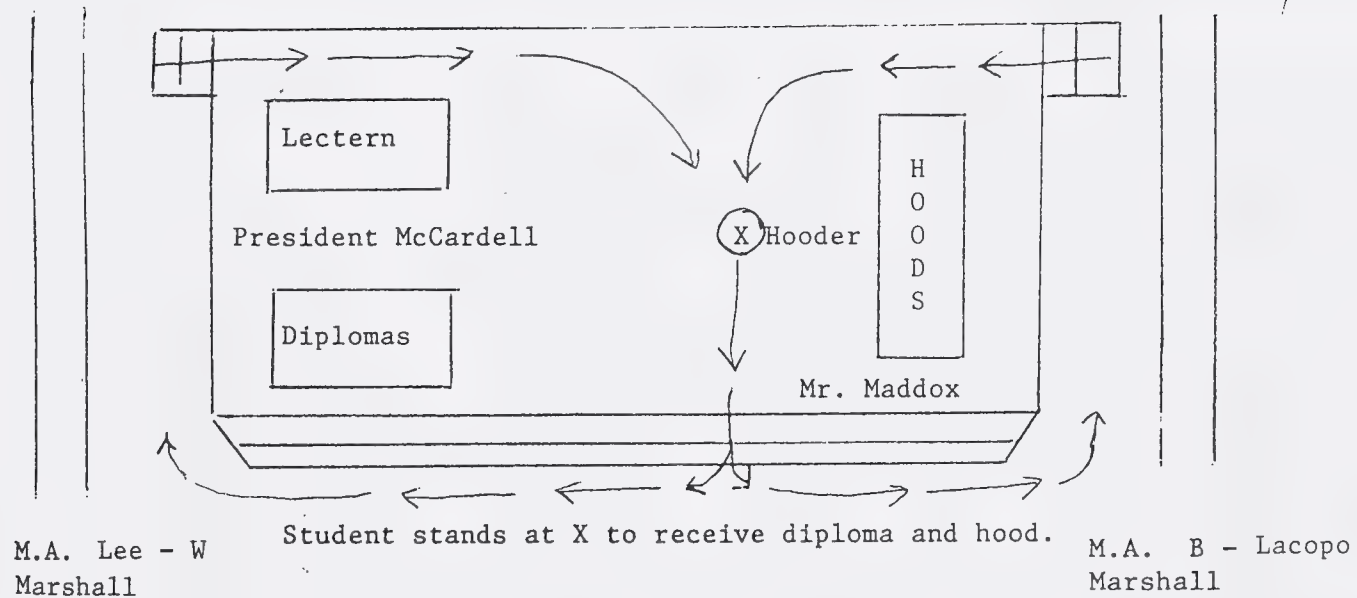
M.A. Lee through Wessel

4. As the graduates approach the seats, the marshals will stand by each row of chairs until it is filled, except for one seat at the end for the marshal. Both faculty and students remain standing until everyone has reached his or her seat. At Mr. Maddox's signal, everyone uncaps and is seated.
5. After the ceremony, faculty must return their rented regalia to Treman.

### THE PROGRAM

1. Introduction of the Commencement Speaker.
2. The Commencement Address.
3. Introduction of the Hooder; introduction of the President.
4. Presentation of the M.A. candidates to President McCardell. The candidates for the degree will rise at the request of Mr. Maddox. The candidates cap.
5. President McCardell bestows the degree of Master of Arts upon the candidates. The candidates upcap and, as their names are called, individually mount the stage by the stairs at the back.
6. The candidate on stage faces President McCardell, who presents the diploma and congratulates him or her. During this time, the candidate is hooded. (It is important to stand still until the hood is properly in place.) Next the candidate turns toward the person who has hooded him or her and then to Mr. Maddox for their congratulations. The candidate leaves the thrust stage by the down-center stairs and returns to his or her seat. (Please see diagram.)
7. Mr. Maddox and the Hooder return to their seats.
8. The President's remarks.
9. After President McCardell has returned to his seat, Shawna Boll will come forward to the thrust stage and invite the Madrigalists to join her.
10. With the playing of the recessional, all members of the academic procession will rise and cap. President McCardell and Mr. Maddox lead the faculty and graduates out of the Burgess Meredith Little Theater onto the West Lawn, where ceremonies conclude with congratulations.
11. A reception will follow in the Barn.

Stage - Faculty





Senior Graduation Banquet Presentation  
August 6, 1994

**Introduction**

**Lanniko Lee:** Because many Bread Loaf students divide their studies over three campuses--Vermont, Santa Fe, and Oxford--and sometimes take more than five years to complete the program, they often don't know all members of their graduating class. Therefore, this year's senior class, in lieu of giving a traditional speech, has chosen to create a collaborative graduation address. After the members of the class submitted their thoughts on their Bread Loaf experience, this evening's speakers--Rick Commons, Anna Finch, and Lisa O'Hara--organized the pieces into a mosaic of voices.

**Dedication:** We would like to dedicate this address to the Bread Loaf School of English faculty and staff.

\* \* \* \* \*

**OPENING:**

**Bread Loaf Alchemy 1989**

Epigraph: Over morning toothbrushes at the communal mirror--  
"I stayed up all night writing.  
I don't know if it's any good.  
I've never written anything like it before."

Take: A teacher inscribed by mountains above timberline  
stumbling awake in a flood of green

Add: A bit of doggerel from a restaurant menu, a prompt from Ken  
Macrorie

Stir: With a luminous performance of a Beckett play

Pour: Words thick and heavy as runes  
Words in a white-hot fusion

Discover: A writer.

\* \* \* \* \*

## **ACADEMIC:**

Having spent summers learning in the way in which Bread Loaf is famous, intense, intense and sometimes painfully intense, I never want to lose sight of the fact that I have come here for tools--usable tools; and the experience of learning from other students.

Five summers I have begun at the same desk in the green room of Davison, arranging new books around a fresh pad of unlined paper. Five summers I have sharpened my pencil, poised it above the page and turned to the window. It frames one end of a tennis court--one player standing alone. The player sets, crouches, waits, stands up. Sets again, crouches, waits again, stands up and paces to the left. Once more the setting, crouching, waiting for an impossible pause. A ball bounces into the frame, and, finally, I write.

A circle of desks, including the teacher, is an emblem of the Bread Loaf academic experience. What begins as an empty space in the center ends up filled with ideas to take home and think about for years.

Bread Loaf has been immeasurably vital and central to my life mostly because it was the perfect place to fall in love. Since then, each summer has crystallized and accelerated my passion for literature, has soothed me from the exhaustion of teaching, has allowed me to discover the incredible regions of the world, has inspired me to pursue a Ph.D.

## **COMMUNITY:**

I don't know that I've ever been involved with such a vibrant community before, or if I ever will be again. Bread Loaf is peopled with talented artists and committed teachers. More importantly it is peopled with great friends.

At Bread Loaf the thinking is richer, love is stronger, friends are deeper. Bread Loaf time: A day equals a week and the summer flies by in a moment.

This community fosters a learning that discovers more questions.

Bread Loaf is where I am unencumbered by my other life, my responsibilities, my reputation, my own trajectory---so that I can reinvent myself. The physical beauty of the mountain restores my vision, returns a clear sightedness, brings a calm and centeredness that I can't find anywhere else.

Bread Loaf is a place to which I come for affirmation of what I do, what I'm interested in, and who I am. What I will miss most are the conversations, in class and out, about literature in the context of living, breathing people.

I have nestled five summers here. The world that was my mind was introduced to and reacquainted with the mind-world of others. Here, kind hands guided and warm hearts greeted. Most of all, I gathered much more than I first thought I would, and I hope I gave much more than I'll ever know.

I want to graduate but I don't want to leave.

Bread Loaf has been a place of possibility, and I will always remember it as magic, leaving me enriched, inspired, and renewed.

#### **LANDSCAPE:**

Santa Fe: Accoma adobe against azure sky, bug-free camping, long sunsets from St. John's balconies, lattes at Downtown Subscription.

In the midst of curling paper and open books, thrilling to the elevation of my spirit through the vigorous exercise of the intellect, I look into the darkness over the stone city and listen to the thumping train approaching Oxford station. Somehow my explorations into Wordsworth have lifted me through the dense dark of night, where I sit over the familiar streets and hidden quads, absolutely loving Bread Loaf at Oxford.

Vermont priorities: Walking in the darkness up the Gilmore road to the Thursday night readings; arriving early, pillow in hand, for a good seat to AS YOU LIKE IT, encountering the concept of dismemberment and reflections on glass at faculty lecturers; taking a dip in Johnson Pond.

I thank the lush Vermont mountains, the expansive Santa Fe horizon, the walls of Oxford and the many voices within and without for the space and inspiration to cultivate a profound love of learning.

#### **CLOSING:**

Just as my great-grandmother reimagined scraps of dress fabric to create an artful quilt for warmth and for stories; so too do I reconfigure the words read, said, and overheard on this mountain to reimagine my life, my teaching, my stories.

Time at Bread Loaf is a circle of transformations--of weaving webs of ideas and experiences--like baskets that catch light, water and food. Each year we spin our revisions of the web that embody the story of how we speak, write, live--finding the way to always become new, create new vision--new spaces in which to live, act, think and become.

\* \* \* \* \*



This has been a place for exploring various voices:

°singing on porches, at the Coffeehouse, with Madrigals on the lawn.

°writing analytically, autobiographically or in the shades of gray between.

°engaging in discussions in class, late night in the Barn, or on long walks.

With a voice-in-progress, I sing out with this class.

\* \* \* \* \*

Bread Loaf summoned me to dip into my own yeast, finding the rising creator inside.

I kneaded my time like a four grain dough made of writing, theater, nature and friends.

I owe thanks to the whole community, but in each of these areas I give extra praise to those who nurtured me and took my gifts.

Tonight, as we graduate, a new moon is born, ever so thinly in the Vermont sky.

I look to that moon, that powdered orange sliver hanging over the deep green mountains, over purple vetch, devil's paintbrush, red spruce and paper birch, over the lakes, streams and water falls where I have soaked my self and renewed by spirit.

That moon connects all eyes on earth.

I hope that as I am born out of Bread Loaf, I can serve the same purpose. I walk away glowing with the sun on my face and the warm bread in my belly.

MIDDLEBURY COLLEGE

# The Bread Loaf School of English

*SEVENTY-FIFTH SUMMER*

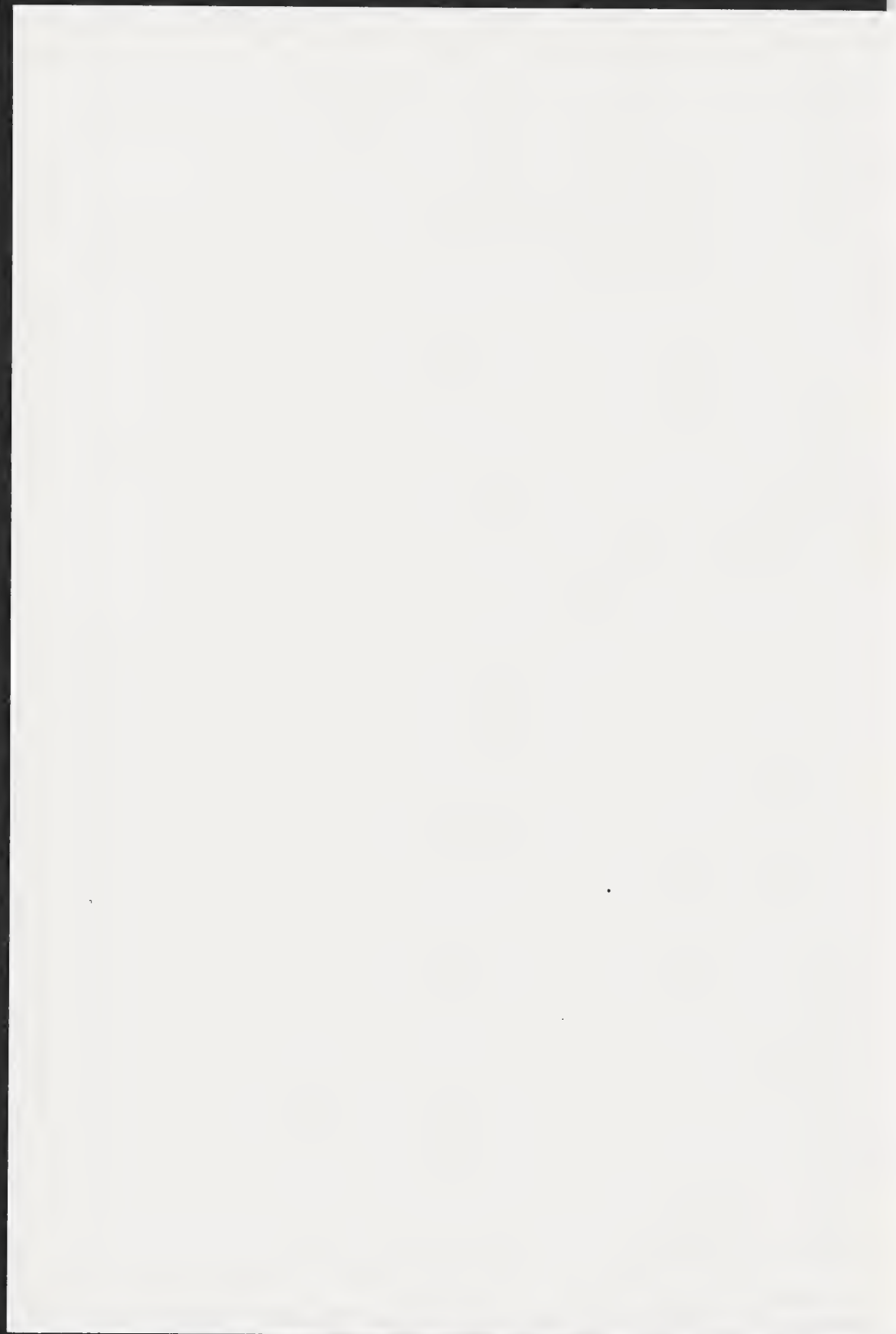
## Commencement Ceremony



THE BURGESS MEREDITH  
LITTLE THEATER

SATURDAY, AUGUST 6, 1994

8:15 P.M.





Processional

Introduction of the Commencement Speaker

JAMES H. MADDOX, B.A., M.A., Ph.D.

*Director, Bread Loaf School of English*

Commencement Address

ISOBEL ARMSTRONG

*Professor of English, Birkbeck College,  
University of London*

Conferring of the Degrees of  
Master of Arts

JOHN MCCARDELL

*President, Middlebury College*

Hooder

BRIAN MCELENEY

The Bread Loaf Madrigalists

Recessional

1994

## Candidates for the Degree of Master of Arts

- |  |                              |
|--|------------------------------|
| *BLAIR KLOMAN BIRDSEY                            | REBECCA ORCUTT LEIBINGER     |
| BARRY J. BREakeY                                 | +EDWARD LINTON, OSB          |
| JENNIFER K. BROWN                                | HAZEL LOCKETT                |
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*\*Graduated from the Bread Loaf School of English  
at Lincoln College, Oxford, August 13, 1994*

*+Graduated from the Bread Loaf School of English  
at St. John's College, Santa Fe, August 11, 1994*

**Bread Loaf School of English  
Commencement Address, 1994**

Speaker: Isobel Armstrong, Professor of English, Birkbeck College,  
University of London

This is a celebration of Bread Loaf. What more could one do in response to the honour of being asked to speak at this Graduation ceremony in the year of Bread Loaf's seventy-fifth anniversary?

When I knew that I was to give this speech, I felt that I could best celebrate Bread Loaf by saluting its achievements as an intellectual community and speak of our common purpose in being here - learning and teaching. I began a journal of my teaching experiences (in true Bread Loaf fashion), and, mindful of Jim Maddox's exclamation during his opening speech - "but come on, this is an institution of learning, not the Elysian Fields" - my journal begins with the injunction, "Look up the Elysian Fields. Find dictionary, myth, encyclopaedia or something." The Director had checked himself but I began with a surge of idealism, as the beginning of Bread Loaf classes often does.

What, then, is this whole, this intellectual community we call Bread Loaf? I began to ask myself. What connects us today with the lady from the class of 1934 at the Seventy-Fifth Anniversary celebrations who asked where the porch rocking chairs had all gone now they really needed them? (as we shall one day?) As the summer went on I became preoccupied with the idea of a community. What was this community which stretched from Vermont to Oxford to Santa Fe? The first Faculty presentation of the summer, on Shakespeare's Late Tragedies, raised the question of wholeness: how do you define a whole? The question was raised again for me by the panel on BreadNet. Here were students from schools and universities sending messages to one another about their reading across a continent. From Vermont, Alaska, and Mississippi anonymous writers argued and responded to one another. This was an electronic classroom coming into being through a modem. Some teachers feel this ghostly classroom, this new form of interaction, completely changed the dynamics of their physical classrooms: we call this a "virtual community"; it is as much a part of Bread Loaf as the Barn. As I am unwilling to define a community in the fashion of Burke, which creates a burden of our past by binding us to the continuity of traditions (whose traditions? I always wonder), I began to think of all the things which mean Bread Loaf. For one thing, Bread Loaf is a building, a building which has always been full of people in the summer. Some photographs dating from the 1870s discovered by Mark Wright, who, among many other functions is the unofficial Bread Loaf archivist, show Battell strutting in the pride of ownership on the porch of the Inn, waistcoat expansively presented to the world, as he stares at route 125, then a mud track, and a man struggling with a horse. No fewer than 62 people, guests of Battell, the women flounced and frilled in exquisite gauzy splendour, the boys in breeches, occupy the field where the madrigals are now sung in another picture.



Bread Loaf is a place, yes, a collection of wooden buildings and a green field (and some times even greener rain) where people seen from a distance, plying their way from Library to Tamarack, from Birch to Barn, still look like human figures, never dwarfed by the mountains: a field where the Adirondack chairs constantly seem to reconfigure themselves, ready for new conversations, and where, at a rainbow alert, yelling, whooping figures emerge from nowhere to look, as they did one Saturday this summer, at a double rainbow fissured by lightening and floating in mist. A quieter group stared at Luke Fleming's Moose. A place, yes, but Bread Loaf is also Director Jim Maddox's vision, handed on from Paul Cubeta and in partnership with Dixie Goswami. It is a vision which constantly seeks to give intellectual opportunities, intellectual excitement, to the broadest constituency of students, whether they teach in private or public schools, whether they come from the deep south or the far north, rural settlements, reservations, or inner cities. From Beowulf to Black writing, the study of high theory to patterns of literacy, theatre programmes to the Fiction of Empire: students can discover what it is like to reimagine the great historical moments of Literature in English and experiment with the new. They can learn from a Faculty as different in teaching style as their subjects are. The spirit of this generous and purposeful pluralism is reflected in the statement in the catalogue which is truly astonishing to someone from Great Britain, where such a declaration in a university brochure is unheard of: "Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities."

An electronic network, a building, a field, a rainbow, a vision, the office, the front Desk, even, and those never changing postcards, one of which immortalizes a student in a sun frock of forty years ago. Yet the actuality of Bread Loaf is also something else: a student gave me the clue. "We call them Bread Loaf moments," she said, referring to those spontaneous and intense conversations which happen - on the stairs, on the way to the Barn, in the Wash Hut, in the middle of the field, in the line for breakfast on Saturday morning. Bread Loaf is the place of conversation, of speech, of voices. It is above all an oral community, in and outside of the classroom. A student paper reminded me that in an oral community the conversation which accumulates around any story told is as important as the story itself. From private talk to classroom discussion, from the poetry and short story readings we are privileged to hear to the visiting lectures to which we listen, the dialectic of conversation goes on, the dialectic of agreement and disagreement: "Have you heard...?" "Did you listen to...?" The most stunning Bread Loaf moments are those that depend on the voice. "I spoke to you last year as a non-person. Now I am a human being. I have the vote," Bernadette Mosala began her talk on education in South Africa with this statement. "What an opener," said one of my students. In a very different way that truly collaborative weaving of voices which was the theatre piece, Private Parts, startled us into experiencing some of the obsessions to which feminine consciousness is driven in our culture. As the waiters know,

the faculty overstays its welcome in the Dining Room, deep in conversation. Only at Bread Loaf could someone pant into the Barn in running kit after class and say, "I think I've got it. Is it like Emerson's oversoul?" Only at Bread Loaf could one be asked, between Theatre and Library, to explain Deconstruction, as we pick our way through the unexpected sheep droppings, marking the arrival of Frederick the sheep for his star role in As You Like It. Only at Bread Loaf could I come to a student classroom-reading, a unique genre developed with the help of the Acting Ensemble, to find myself involved in the presentation, pushed to the floor with other students and blindfolded, made to use my sense of hearing to the utmost while the presenters sounded out the voices of the text with uncanny intensity, making us temporarily live the subjugation of which the text speaks. Speech, as the poet, George Herbert, knew, vanished like a flaring thing. Nevertheless, we forget what people look like, but not their voices. My teaching journal came alive when I wrote down what my students said, and I shall pass on their voices to you. I begin with the Bread Loaf student's vicissitudes, from despair to triumph as the learning curve gets steeper. Before I end I want to touch on two crucial checks to learning which always concern the teacher, exploring them again through students' voices.

After the first surge of energy as classes begin, when to throw the Frisbee of a question to the class is as if everyone starts to run simultaneously to catch it, as I've seen the Ultimate Frisbee players do in spontaneous choreography, there's always a sudden check to confidence. Highly competent people suddenly feel incapable.

"It's like a secret I can't quite discover - I don't even know what's hidden."

"I graduated so long ago, I've been out of university for at least six (name your number: two to ten, it's just the same) years..."

"Everybody else is so confident/focussed/clever..."

"I don't know if I'm just off the wall here, saying something completely and utterly irrelevant..."

"Theory? No, I've never been any good at that kind of thing."

"I'm one of those people who just sat at the back in College and took notes..."

I wonder why people feel so guilty about their lack of confidence. And why does learning make people feel so insecure? Is it because they are asked questions? Or is it because the questions are unfamiliar? Or is it because they don't know things? Or is it because they don't see the point of the questions? I remember Jerrie Cobb Scott speaking to us on literacy: "The point is to get people to have the experience of learning and not just its superficial form." Things improve. I have learned from Bread Loaf that



America is almost a collection of different countries, so varied the students are. But everybody seems to go through this curve, wherever they come from.

"This is a great place to learn."

"You don't have to explain you want to learn."

"The community supports you."

At the last class I ask people to write down briefly what they have learned. Somebody else reads their unsigned pieces out. Anonymity seems to encourage rhymes, lyrics, aphorisms, epistles. Here are some of the anonymous voices.

"The class began with a question  
Which at first gave me indigestion  
What is the sublime asked Isobel  
I don't know? pray tell...  
Now I am immersed in Romantic philosophies and poesies  
So knowledgeable I am up from head down to toe-sies."

"I learned that I like this stuff."

"I went through school but no one told me women wrote anything."

"When I wrote my final paper, I think I arrived at a conclusion about where I am in this course, at Bread Loaf, and perhaps in my life as well...For that realization I thank the poets..."

"I've never known much about poetry; I stayed away from it all through College. Seemed irrelevant. When would I ever use poetry? I've never known anything about Romantic poetry. I thought it was about love when I got here: the language of romance..."

"Now that I teach I've been struggling to get back to poetry. Trying to find a way to give the kids something I never wanted."

"I never expected to make these connections."

"At first, and continually, I relearned intellectual humility and gained a new respect for the calibre of the Bread Loaf student."

"It seems to me that the words we have this summer are attempts to make sense of life, but once they made me fidget in my seat."

"I greatly enjoyed being able to write 'risky' papers, papers which so excited me even as they terrified me in the inchoate nature of my own thoughts."



"I used to feel that poetry shut me out and I gave in to feelings of intimidation...For my own teaching I now see the power of breathing and living the material with which one works. This is what opens it up."

"Metaphorically I have learned to look at how the leaves are rearranged after a storm."

"My feet were sunburned and I wore socks on them on the beach the first time I encountered Burke's definition of the sublime. Surrounding me were bottles of suntan lotion, coolers of cokes and beer, and magazine horoscopes...The waves...screamed...'you'll never understand'...I am stunned that I understand (now)."

But, despite the delight and euphoria these statements express, learning is difficult. This is the first of the checks I described. Learning is difficult particularly when one is introducing unfamiliar and alien material such as theoretical or philosophical texts. Is there something profoundly coercive about asking students to confront recondite, arcane material, in a complex abstract conceptual language? "Why didn't she just tell us that?" snapped a student after I had tried to explain the argument of a feminist and post colonial theorist. Difficulty is closely related to the second of the checks to learning I have described, and that is the introduction of literary texts which are strange, unassimilable, rooted in cultures and communities to which one is a stranger. The limit case of this problem is the work by African, Indian, and West Indian women which I have been teaching this year, but it is the case with texts from the distant past, or which come from value systems deeply different from our own.

To take the case of difficulty first: those of us who feel that access to learning should be as wide as possible, that everybody is capable of being educated, are naturally hesitant about asking students to confront material which might only frustrate and block growth. But there is a difference between the difficulty which mystifies (where teaching becomes a matter of power) and the genuinely complex. It is a false populism which would protect people from the complex. The problem is that not only is it hard to mediate such material but one really does not know where it will take one until one has tried it. No difficulty is worth contending with if it does not release one into new analytical possibilities, to debates one could not reach without it, or at the very least to critique of a form of thought from the inside rather from the outside. I think there are times when theory can give us saving analytical distance. At any rate, here are the voices of two students:

"When I began this semester I still held considerable 'fear and loathing' regarding modern critical theory and its place in the consideration of texts. This attitude has evaporated in the course of the summer as I was astounded to discover that, yes, I could understand what had seemed convoluted and exotic theoretical texts. Not only could I suddenly find

meaning in these texts, but they actually began to inform my reading. I am eager to read more, even - well, not quite so much - more Hegel."

"I don't always understand, but the course has given me permission not to understand... 'the zig-zag way is the straightest'.

The excitement of being released into ideas is one thing: but what of the text from a continent, a culture, a society, an ethnic group which is not our own? Here are some responses.

"I was unable to approach these works in the way I do texts from my own culture - I felt, in a sense, a visitor. In the beginning - when I began reading - I felt afraid of these books, these authors and the foreignness they presented. I had to learn to set aside my fear."

"What did I learn... I learned that the literature holds great anger..."

"I feel I have been introduced to a world where there is oppression, something I haven't really ever known... It seems their (women writers) need to be heard is the greatest. But I can't assume that I now 'know' and 'understand' their plights. They have made me conscious of that, too. I can't assume that because I have read 10-15 books, that I can identify with them."

"Somehow the word 'immigrant' has in the past always conjured up images of turn-of-the century America, the industrial revolution, not elsewhere and now."

But we must not become so scrupulously tentative about alien texts that we fail to find a ground for reading them. That would be a form of refusal. To discover a sameness which does not impose a false unity, and a difference which does not alienate, is surely our task. In fact, some difficult post colonial theory by an American-Asian critic helped us all, I think. She argued that our customary way of seeing ourselves, as a self-contained 'self' defined against an external 'other,' has built-in condescension. It enables us to see ourselves in a hierarchical way against the alien 'other', and to use classifications which cordon off groups and communities. Think of 'the disabled' or 'Asian women': we falsely conceptualise these as permanent, fixed entities, whereas the disabled and Asian women are lots of things, they have lots of selves, just as, a moment's introspection will show us, we all have. Instead of thinking of self and other, she suggests, we should think of everyone as multiple selves, I i - upper case I and lower case i. I i's overlap, converge, diverge: the result is enormous variation, alterity without hierarchy, and without the patronage that involves. My class found this liberating. Here are some voices.

"What I did not expect from this summer was not only an introduction to new voices, but also a renegotiation of my own self in relation to these texts. This course required me to consider my many identities carefully so



that I might better understand and hear the tapestry of voice, language, ideology and identity in these works."

One person wrote a poem:

I am that I am the centre of  
My universe  
i am that I am not the  
Centre of Your universe

Who is Different? What is same?  
Is it me? Is it your name?

"It will be a long time if ever that I will be able to qualify someone or something else as 'other.'"

"She (Mukherjee's Jasmine) moved through so many cultures that the term almost lost its meaning for me."

"I leave with a chaotic understanding of the marginal status of my own understanding. Hah!"

One student meditated on the way she had seen her students' choices on the reservation on which she taught. She had always deprecated those who chose American culture against their traditions, but now, "There is actually a different sort of strength and sense of self that comes along with leaving the past, often filled with historical and contemporary pain...for some it (identity) means clinging to the past and to one's perceived differences. For others it means letting go of the past, making towards the future."

Well, my classes came to an end with group discussions, helped by the actors, as I have said. I have ceased to be astonished by the great talents of Bread Loaf students, but what they performed was astonishing. I thought my journal had come to an end. I even made it to the dictionary and found: "Elysium: i) the abode of the blessed after death; ii) any similarly conceived abode or state of the dead; iii) any place or state of perfect happiness." That was better, but, "the dead"? Bread Loaf? Help came from the Senior cocktail party at Earthworm Manor, on its sunny lawn. A student described, how in the "Epic" class, when they came to the last words of Paradise Lost, seniors looked at one another with understanding. Adam and Eve, you remember, go out of Paradise into the world, the place of life:

Some natural tears they dropp'd, but wip'd them soon;  
The world was all before them, where to choose  
Thir place of rest, and Providence thir Guide;  
They hand in hand with wand'ring steps and slow,  
Through Eden took their solitary way.



Let me end with the words of a Bread Loaf student of last year, words which I took with me away from Vermont:

"A written voice is heard distinctly, and twice: twice to begin with, then the hearing can expand. First the voice is heard distinctly intertwined with the reader's voice, the reader's perceptions. Then the voice becomes more distinctly that of the speaker or character, and then, if we are lucky, the voice of the character begins to resonate full and loudly with the many voices it carries in its narrative, in its song. What we can learn from his voice becomes an individual lesson. What we can know is that we have heard its song. That we have read its song."

Bread Loaf is made of voices, your voices, now and in the future.

NOTE: The critic mentioned in the text is Trinh T. Minh-ha, Women, Native, Other: Writing Postcoloniality and Feminism, Indiana University Press, Bloomington and Indianapolis, 1989.

**FUNDRAISING LETTER**

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*Bread Loaf School of English*

12 November 1993

Dear Friends of the Bread Loaf School of English:

I am writing once again to ask that you consider donating to the Bread Loaf School's Annual Giving campaign. As you know, many Bread Loaf students are able to attend Bread Loaf each summer only because of generous financial aid awards, and those awards receive major support from gifts such as yours to the School.

There is a special reason for you to consider a gift to Bread Loaf this year. 1994 will mark the 75th anniversary of the School of English, and I hope that we can collectively make an especially generous gift to the School on this occasion. In honor of the anniversary, Bread Loaf will hold the first major reunion in its history, the weekend of June 17-19, immediately before the opening of the School on June 21. I hope that as many Bread Loaf graduates and friends as possible will be able to come to the reunion. You will be receiving further information about it shortly.

Since I wrote to you last year, Bread Loaf has continued to prosper. As many of you know, the School received in December, 1992, the largest grant in its history--\$2.77 million from the DeWitt Wallace-Reader's Digest Fund for the recruitment of rural teachers from six states: Alaska, Arizona, Mississippi, New Mexico, South Carolina, and Vermont. The first 30 of these teachers attended Bread Loaf in the summer of 1993, and 30 more will be coming in the summer of 1994. The DeWitt Wallace-Reader's Digest Fellowships are very generous, offering full tuition, room, board, travel, and a book allowance. They are exclusively for first-year Bread Loaf students. If you know of any rural teachers in those six states, please do pass along word to them.

More recently, the National Endowment for the Humanities has announced a grant for a 1994 Summer Institute in Theater at Bread Loaf, similar to the institutes held at Bread Loaf in 1989 and 1992. Institute participants will take a dramatic literature course from Michael Cadden and either an acting course from Carol MacVey or a directing course from Alan MacVey. The institute courses may be considered "normal" Bread Loaf courses, counting toward the M.A. or M.Litt. degree. Participants in the institute will receive very generous support: tuition, room, board, travel, a book allowance, and a stipend for living expenses. Current Bread Loaf students as well as Bread Loaf graduates may apply, along with other secondary-

school teachers nationally. Previous Bread Loaf affiliation will be neither an advantage nor a disadvantage in the application process.

Bread Loaf has also received, for the fourth year in a row, a grant from the Gates Foundation, Denver, Colorado, for up to five Colorado teachers to attend Bread Loaf as first-year students in either Vermont or Santa Fe in 1994; the Gates Fellowships will cover 100% of the students' need, as determined by the Middlebury College Financial Aid Office.

Bread Loaf will also continue to offer the Clemson/Bread Loaf Writing Project Awards and the Bread Loaf Teacher-Researcher Grants.

For further information about the DeWitt Wallace-Reader's Digest Fellowships, the NEH Institute, or the Gates Fellowships, write to Elaine Hall at the Bread Loaf office. Details about the Clemson/Bread Loaf Writing Project Awards and the Bread Loaf Teacher-Researcher Grants will be announced in the Bread Loaf bulletin, to be published early in 1994.

The faculty and course offerings for the three Bread Loaf campuses are almost completely in place for 1994. Several of the Bread Loaf faculty will be moving to different Bread Loaf campuses this summer. Stephen Donadio will again be directing the program at Oxford, and Lucy Maddox will again be directing the program at Santa Fe. After four years of teaching at Bread Loaf/Oxford, Kate Flint will be going to Santa Fe in 1994, where she will teach one course on George Eliot and the Brontes and another on the British abroad (the Santa Fe equivalent of Stephen Donadio's Oxford course on American encounters with Europe). Both Michael Cadden and Hertha Wong will be coming from the Santa Fe campus to Vermont. And veteran Bread Loaf teachers Michael Wood, Jackie Royster, John Fleming, and Courtney Cazden will be returning to the Vermont campus after brief absences.

Awards and honors continue to rain down upon our Bread Loaf colleagues. Rebecca Mobbs is spending this year as an NEH Teacher-Scholar, studying the work of Scott Momaday, with whom she worked at Bread Loaf-Santa Fe in 1991. Bill Rich was recently one of 100 teachers nationally named a recipient of a Sallie Mae First-Year Teacher Award. Rich Kent, after being named Maine Teacher of the Year last year, recently received the Maine Education Award. Bill Wright has become a major consultant to the Department of Education on using telecommunications in America's schools; he was also responsible for securing a grant for telecommunications equipment for the participants in the 1993 Piney Woods-Bread Loaf Summer Institute for Teachers of Writing.

If that foregoing name is unfamiliar to you, you should know that Bread Loaf now holds two outreach institutes in the summer for secondary-school teachers--one (in existence since 1987) at the Phillips Academy, Andover, Massachusetts, led by Bread Loaf alumnus Lou Bernieri, mainly for East Coast urban teachers, and a second at

the Piney Woods Country Life School, a historically black K-12 boarding school in Piney Woods, some 20 miles south of Jackson, Mississippi. (It's especially exciting that the Andover-Bread Loaf Writing Workshop also recruits teachers from South Africa--with the result that there are now over 100 South African classrooms that call themselves Bread Loaf classrooms.) We at Bread Loaf are currently seeking funding for the continuation of these institutes, as well as two more, in the Southwest.

There is, as you can see, never a dull moment at Bread Loaf these days. The School continues to be a unique force in American education. It continues to do great things. I hope that you're as proud to be a part of the Bread Loaf community as I am to be its Director.

I hope to see many of you at the reunion in June. You'll be hearing more about this in several weeks.

Best wishes,



James Maddox  
Director



**THE CRUMB**

**FELLOWSHIPS**



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753

(802) 388-3711

*Bread Loaf School of English*

January 14, 1994

Dear Gates Fellowship Applicant:

We at Bread Loaf have recently received from the Gates Foundation new guidelines for applicants for the Gates Fellowships. It will be necessary for you to follow these guidelines in order to be eligible to be a Gates Fellow.

In applying to Bread Loaf, please secure one of your letters of recommendation from your principal; ask the principal to write a letter supporting your attending Bread Loaf and expressing the principal's interest in your bringing back from Bread Loaf ideas for teaching--and especially teaching writing--more effectively.

Each applicant accepted as a Gates scholar must take a course in writing (Group I courses in the Bread Loaf bulletin) as one of his or her two Bread Loaf courses.

Finally, each Gates Fellow must write a letter to the Gates Foundation at the end of the summer, acknowledging the grant and reporting on the summer spent in the Bread Loaf program. (I will write to the Gates Fellows at the end of the summer with details about this letter.)

I think it's easy to see the rationale of the Foundation's guidelines, and I trust that you will have no trouble following them.

I look forward to receiving your completed application.

Sincerely,

*James Maddox*  
James Maddox  
Director



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Gates Scholars will enroll in one course in writing or the teaching of writing and one course in literature. Credits earned through the Bread Loaf School of English can be applied toward the Master of Arts degree in English at the Bread Loaf School and are generally transferable to other institutions. Financial assistance is also available for subsequent summers of study at the School of English in Vermont, Oxford, or New Mexico. These scholarships are for first-year Bread Loaf students only.

Gates Scholars will also be eligible to apply for mini-grants of \$300 each, to participate in Bread Loaf's telecommunications network, BreadNet.

The amount of each Gates Scholar's award will be equivalent to 100% of the applicant's demonstrated need, as determined by formulae used for all applicants by the Office of Financial Aid at Middlebury College.

The Gates Scholarships are underwritten by a generous grant from the Gates Foundation, Denver, Colorado. In the event that a Gates Scholar's demonstrated need exceeds the amount donated by the Gates Foundation, the additional amount will be provided by Middlebury College.

**For a detailed description of the Bread Loaf programs and application materials  
for the Gates Scholarships, please write or call:**

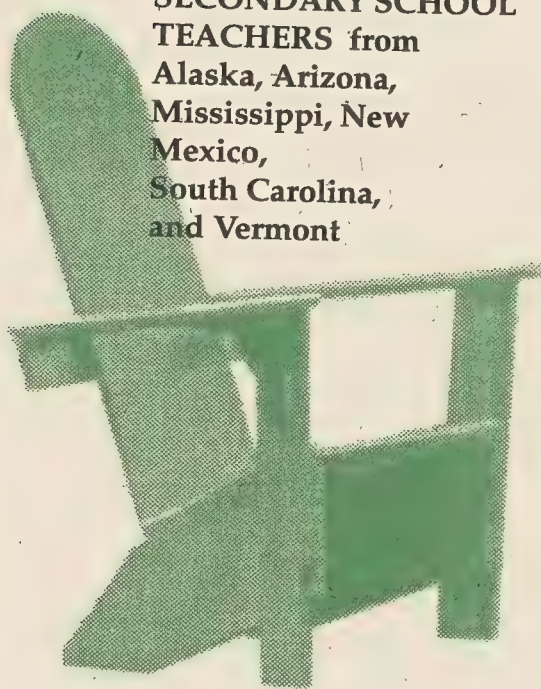
The Bread Loaf School of English--GF  
Sunderland 220  
Middlebury College  
Middlebury, Vermont 05753-6131  
Phone: (802) 388-3711, ext. 5418  
FAX: (802) 388-0927

THE BREAD LOAF  
RURAL TEACHER  
NETWORK:

DeWitt  
Wallace-  
Reader's  
Digest  
Fellowships

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FOR RURAL  
SECONDARY SCHOOL  
TEACHERS from  
Alaska, Arizona,  
Mississippi, New  
Mexico,  
South Carolina,  
and Vermont



June 21-August 6, 1994

BREAD LOAF SCHOOL OF ENGLISH  
MIDDLEBURY COLLEGE  
MIDDLEBURY, VERMONT



## The Bread Loaf Rural Teacher Network: DeWitt Wallace-Reader's Digest Fellowships for Rural Teachers

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**T**he Bread Loaf School of English is pleased to announce the second year of DeWitt Wallace-Reader's Digest Fellowships for Rural Teachers. Through 1996, the Bread Loaf School is offering full-cost fellowships to 30 high school teachers of English each summer from six target states: Alaska, Arizona, Mississippi, New Mexico, South Carolina, and Vermont. Only first-year Bread Loaf students are eligible for these awards.

These teachers will spend a full summer session at the Bread Loaf School of English, just outside Middlebury, Vermont, with all expenses paid: tuition, room, board, travel, and an allowance for books. Teachers will also receive a \$1,000 stipend for projects in their schools in the academic year following the Bread Loaf summer.

They will be eligible to reapply for DeWitt Wallace-Reader's Digest Fellowships for a second and third summer at any of the three Bread Loaf campuses, in Vermont, Lincoln College, Oxford, and Santa Fe, New Mexico.

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## The Bread Loaf School of English

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Since 1920, the Bread Loaf School of English has been in the forefront of the education of America's teachers of secondary-school English. Offering courses in literature, literary theory, the teaching of writing, creative writing, and (in Vermont alone) theater arts, Bread Loaf is famous for its programs for educating and reinvigorating teachers from across the country.

Today, Bread Loaf enrolls approximately 250 students at its Vermont campus, 75 in its program at Lincoln College, Oxford, and 75 at its program at St. John's College, Santa Fe, New Mexico. The faculty of the Bread Loaf School of English are drawn from distinguished colleges and universities in the United States and the United Kingdom. The Bread Loaf emphasis is upon close contact between teacher and student in an intensive six-week course of study.

## Bread Loaf and Rural Teachers

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Although Bread Loaf welcomes students from all backgrounds and from all varieties of schools, Bread Loaf has since 1978 identified rural teachers as a special constituency. The DeWitt Wallace-Reader's Digest Fellowships represent a reaffirmation and a widening of Bread Loaf's commitment to rural teachers.

## The Bread Loaf Rural Teacher Network

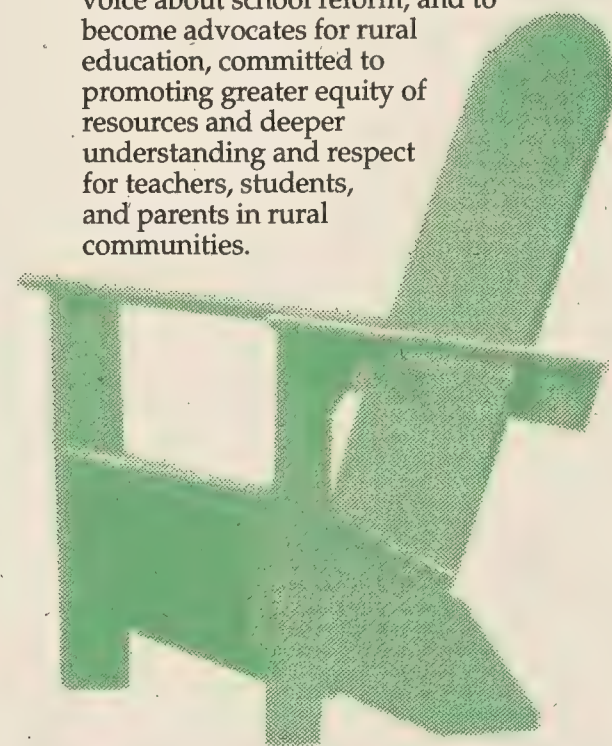
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The DeWitt Wallace-Reader's Digest Fellows will be chosen in approximately

equal numbers each year from the six target states. During their first summer in Vermont, the Fellows will enroll in two courses, in literature, writing, or theater. They will meet regularly as a group to establish a sense of community within their home states and among the entire group of Fellows.

Fellows will learn to use Bread Loaf's telecommunications network, BreadNet, so they can return to their schools and states prepared to use BreadNet for their own professional development and to bring students together online to read, write, and publish. Each Fellow will receive a \$1000 stipend to finance telecommunications costs, to make modest equipment purchases, and to support projects.

DeWitt Wallace Reader's Digest Fellows must be devoted teachers who wish to continue their own educations; to have a voice about school reform; and to become advocates for rural education, committed to promoting greater equity of resources and deeper understanding and respect for teachers, students, and parents in rural communities.





## Administrative Personnel: Bread Loaf Rural Teacher Network

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James Maddox, Professor of English,  
George Washington University, and  
Director, Bread Loaf School of English:  
Project Director.

Dixie Goswami, Professor of English,  
Clemson University, and Coordinator of  
Courses in Writing, Bread Loaf School of  
English: Project Coordinator.

Jacqueline Jones Royster, Associate  
Professor of English and Director of the  
Writing Center, The Ohio State Univer-  
sity: Senior Consultant to the Project.

Walter Gooch, Telecommunications  
Director for the Project.

William Wright, Director of BreadNet:  
Special Consultant to the Project.

## The DeWitt Wallace- Reader's Digest Fund

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To help American youth fulfill their  
education and career aspirations, the  
DeWitt Wallace-Reader's Digest Fund  
invests nationwide in programs to  
improve schools, encourage collabora-  
tion between schools and communities,  
strengthen organizations that serve  
youth, and support programs that  
increase career, service and educational  
opportunities for young people.

For applications and additional information,  
write to:

James Maddox, Director  
Bread Loaf School of English  
Middlebury College  
Middlebury, Vermont 05753

Applications must be received  
no later than April 1.

**THE BREAD LOAF SCHOOL OF ENGLISH - MIDDLEBURY COLLEGE**  
**BREAD LOAF RURAL TEACHER NETWORK**  
**DEWITT WALLACE-READER'S DIGEST FELLOWSHIPS**

**APPLICATION FOR ADMISSION**

*To apply for a DeWitt Wallace-Reader's Digest Fellowship and admission to the Bread Loaf School of English, please answer the following questions and return the form, along with the requested materials, by April 1 to:*  
*Bread Loaf School of English, Middlebury College, Middlebury, VT 05753*

Miss \_\_\_\_\_  
Ms. \_\_\_\_\_  
Mrs. \_\_\_\_\_  
1. Name Mr. \_\_\_\_\_ Social Security Number \_\_\_\_\_

Temporary Address \_\_\_\_\_

Telephone \_\_\_\_\_ Use Until \_\_\_\_\_ Date of Birth \_\_\_\_\_

Permanent Address \_\_\_\_\_

Telephone \_\_\_\_\_ Business Phone \_\_\_\_\_

2. From what college did you graduate? \_\_\_\_\_ Major \_\_\_\_\_ Year \_\_\_\_\_ Degree \_\_\_\_\_

3. Where have you done any graduate work? \_\_\_\_\_ Field of Study \_\_\_\_\_ Year \_\_\_\_\_ Degree \_\_\_\_\_

4. At what institution do you currently teach? \_\_\_\_\_

Address \_\_\_\_\_

5. On an additional sheet, describe your school district, your community, and the backgrounds of your students (the size of your community and school, the economic and social background of your students, etc.).

6. Also on an additional sheet, describe your professional experience as a teacher of literature and writing (e.g. your own writing, courses taken, institutes or meetings attended, other professional activities, publications, etc.).

7. Also on an additional sheet, please describe your goals in applying for a DeWitt Wallace-Reader's Digest Fellowship and in seeking to join the Bread Loaf Rural Teacher Network.

8. Also on an additional sheet, please describe any experience you have with using computers, modems, and electronic mail. (Note: instruction in the use of computers, modems, and electronic mail will be available at Bread Loaf.)

9. Can you make a commitment to participating in follow-up activities with other teachers in your state in the Bread Loaf Rural Teacher Network?

\_\_\_\_\_ yes \_\_\_\_\_ no

10. Are you applying as:

\_\_\_\_\_ a candidate for the M.A. degree from Middlebury College?

\_\_\_\_\_ a candidate for the M.A. degree from another institution? Where? \_\_\_\_\_

\_\_\_\_\_ a student in Continuing Graduate Education?

11. If admitted, would you be requesting on-campus housing? \_\_\_\_\_ yes \_\_\_\_\_ no

(Note: Bread Loaf does not provide family housing but can provide a listing of off-campus availabilities on request.)

12. Please enclose with this application form the following materials, using the forms and envelopes provided:

(a) Official transcripts of undergraduate and any graduate records.

(b) Three letters of reference (list names below). If at all possible, one of these letters should be from a principal or superintendent, indicating support for you and your classroom activities. Letters from fellow teachers or students are welcome. At least one of your referees should be able to address directly your capacity for graduate work in literature.

(1) \_\_\_\_\_ (2) \_\_\_\_\_

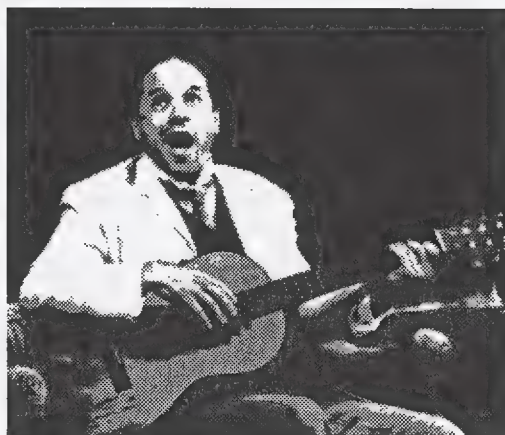
(3) \_\_\_\_\_

(c) A sample of your recent critical or analytical writing.

(d) A non-refundable application fee, payable to Middlebury College, and, if possible, a recent photograph to assist in identification at Bread Loaf.

Signature \_\_\_\_\_ Date \_\_\_\_\_





Each summer the Bread Loaf School of English assembles a community of teachers and learners at each of its three campuses: at the Bread Loaf Mountain campus in Vermont; at Lincoln College, Oxford; and at St. John's College in Santa Fe, New Mexico. Students at each of these campuses follow courses of study leading to the Master of Arts and Master of Letters degrees in English.

Since 1920, the central location for these programs of study has been the campus in sight of Bread Loaf Mountain in the Green Mountains of Vermont. Here, faculty members from many of the best colleges and universities across the country offer courses in literature, literary theory, writing, the teaching of writing, and theater. All of these courses benefit from the on-site presence of a professional Acting Ensemble which visits classrooms and, along with actors drawn from the student body, mounts a major production each summer. Each year approximately 250 students come from all regions of the United States and several foreign countries to study at the Bread Loaf campus.

MIDDLEBURY COLLEGE  
Middlebury, Vermont 05753

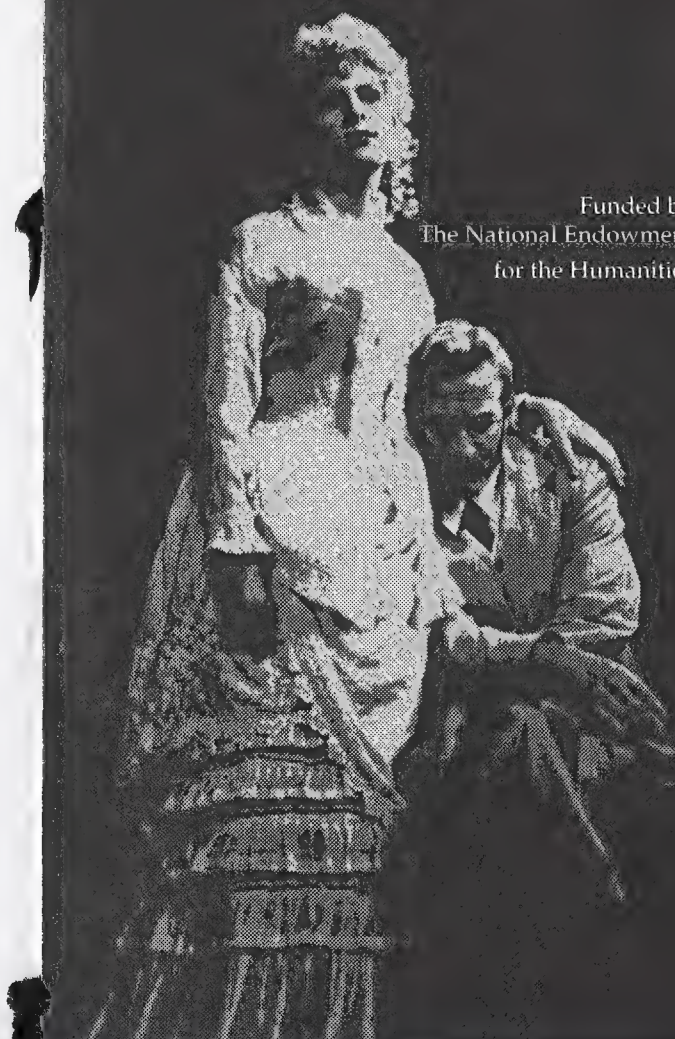
MIDDLEBURY COLLEGE  
THE BREAD LOAF SCHOOL OF ENGLISH

# NEH INSTITUTE ACTS OF INTERPRETATION:

*Dramatic Literature in  
Text and Action*

JUNE 21 - AUGUST 6, 1994  
Bread Loaf, Vermont

Funded by  
The National Endowment  
for the Humanities





## ***Acts of Interpretation: Dramatic Literature in Text and Action***

This Institute is designed for teachers who seek to deepen their knowledge both of dramatic literature and of the practical arts of the stage: acting and directing. A dramaturg/scholar will lead all participants in a literary examination of nine classic and contemporary plays; an actor/teacher will work with half the group in an intense study of the craft of acting; and a director will guide the other half in a consideration of the problems a director faces in production. In addition, all participants will take part in a series of special workshops designed to introduce them to the process of using theater techniques to explore fiction, poetry, the essay and original student writing. There will also be a workshop in theater design and technology especially geared for high school teachers who must produce plays with minimal support.

The three courses will draw upon many of the same texts. They will also make use of the talents of the professional actors in Bread Loaf's resident Acting Ensemble. All three teachers will share the same goal: to use his or her discipline to bring into focus the possibilities inherent in a script and, by making choices, to enter into a dialogue with the text itself.

During the academic year following the summer of 1994, members of the Acting Ensemble will, as their schedules permit, accept invitations to spend two to four days in a participant's school, assisting in classes and leading workshops.

Preference will be given to teachers of drama and theater from schools that do not have easy access to a professional theater.

In addition to submitting transcripts and letters of reference, applicants will be asked to describe their roles in teaching dramatic literature and/or producing theater in their schools.

Participants will receive a full-tuition scholarship (\$2,600), room and board on campus (\$1,290), a book allowance, travel expenses, and a stipend of \$300 per week. The courses will be very intensive; they may be audited or taken for graduate credit, but all students are expected to participate fully in class activities.

### ***The Courses***

All participants will enroll in the first course and select one of the other two for their second course.

#### **THE DRAMATURG'S PERSPECTIVE: QUESTIONING THE TEXT (Mr. Cadden)**

This course will examine nine plays from the past and the present in relation both to the contexts in which they were first produced and to the concerns of contemporary critical theory. In using both theater history and contemporary theory we will work to make the familiar strange and the strange familiar. The plays will include classics from four distinct periods of the Western theatrical tradition and three of the best works from the contemporary repertoire. This mixture of the old and the new will allow participants to see both the continuity of the tradition's aesthetic, social and political concerns and the very real differences that exist between one theatrical moment and another.

#### **THE DIRECTOR'S PERSPECTIVE: SHAPING THE TEXT (Mr. MacVey)**

Half of the sessions of this workshop will be devoted to a study of the problems a director encounters in production: choosing a text, preparing it for rehearsal, developing a design, working with actors, and staging the play. The other sessions will be devoted to presenting and discussing scenes directed by members of the class. Each participant will direct three scenes, the last of which will be presented in the theater for the Bread Loaf community.

#### **THE ACTOR'S PERSPECTIVE: EMBODYING THE TEXT (Ms. MacVey)**

Through exercises, improvisations and scene study this course will help participants develop the ability to make personal the inner lives of their characters, and to find imaginative ways to reveal this mystery on stage. We will give special attention to the many ways an individual moment may be interpreted, and the choices that might best serve a playwright's demands. This course is designed for those with limited training in acting.

### ***The Faculty***

Michael Cadden. B.A. Yale; B.A. University of Bristol, England; D.F.A. Yale School of Drama. Senior Lecturer in Theatre and Dance, Princeton University.

Alan Mokler MacVey. B.A., M.A. Stanford; M.F.A. Yale. Associate Professor and Chair of the Theatre Arts Department, University of Iowa; Supervisor of the Theater Program and Artistic Director of the Acting Ensemble at Bread Loaf, and Coordinator of the Institute.

Carol Elliott MacVey. B.A. Notre Dame College; M.A. Middlebury College. Visiting Assistant Professor of Theatre Arts, University of Iowa; member of the theater faculty at Bread Loaf.

*Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age. For further information, write to the Equal Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506.*

For more information and an official application, please write to:

James Maddox, Project Administrator  
Bread Loaf School of English  
Middlebury College  
Middlebury, Vermont 05753  
(802-388-3711 x. 5418)



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753

(802) 388-3711

*Bread Loaf School of English*

January 1994

Dear Applicant:

Thank you for your inquiry about the NEH Summer Institute, "Acts of Interpretation," to be held at the Bread Loaf School of English in the summer of 1994. We are enclosing a brochure and application form, and we want to take this opportunity to tell you a little more about the curriculum at the heart of the Institute.

One of the Institute courses (to be taken by all participants) will be academically quite demanding. It will require that you read eight plays and several critical articles and that you write two ten-page papers. The papers may involve research or they may focus upon your personal interpretation of dramatic material, but in either case they will be major intellectual undertakings. Bread Loaf has a computer center that will be available to you, but you may wish to bring your own computer.

Participants' second course will focus on acting or directing and so will be practical in nature. It, too, however, will be very challenging. Participants will be asked to present several scenes, read two or three plays, and attend some rehearsals of the School's major dramatic production.

Members of the Bread Loaf Acting Ensemble will present four required sessions to help prepare for their visits to participants' schools in 1994-95; they'll also offer several optional workshops in techniques that should be of interest. In addition, there will be a chance for participants to take part in the School's dramatic productions. Because there will be more opportunities than any human being can possibly take advantage of, we remind you that participants' first priority should be their course work.

This is the third time we've offered an NEH Institute in Theater at Bread Loaf, and we expect to bring together another extraordinary group of participants. We look forward to receiving your application.

Sincerely,

*James Maddox*  
James Maddox  
Director

*Alan MacVey*  
Alan MacVey  
Coordinator

NEH INSTITUTE - ACTS OF INTERPRETATION  
THE BREAD LOAF SCHOOL OF ENGLISH - MIDDLEBURY COLLEGE

APPLICATION FOR ADMISSION

*Please answer the following questions and return the form, along with the requested materials, by March 15, 1994 to:  
Bread Loaf School of English, Middlebury College, Middlebury, VT 05753*

- Miss  
Ms.  
Mrs.  
Mr.
1. Name \_\_\_\_\_ Social Security Number \_\_\_\_\_
- Temporary Address \_\_\_\_\_
- Telephone \_\_\_\_\_ Use Until \_\_\_\_\_ Date of Birth \_\_\_\_\_
- Permanent Address \_\_\_\_\_
- Telephone \_\_\_\_\_ Business Phone \_\_\_\_\_
2. From what college did you graduate? \_\_\_\_\_ Major \_\_\_\_\_ Year \_\_\_\_\_ Degree \_\_\_\_\_
3. Where have you done any graduate work? \_\_\_\_\_ Field of Study \_\_\_\_\_ Year \_\_\_\_\_ Degree \_\_\_\_\_
4. At what institution do you currently teach? \_\_\_\_\_
- Address \_\_\_\_\_
5. On an additional sheet, describe your school district, your community, and the backgrounds of your students (the size of your community and school, the economic and social background of your students, etc.).
6. Also on an additional sheet, describe your experience as a teacher of dramatic literature (e.g., courses taught, school productions directed, theatrical experience, etc.).
7. Also on an additional sheet, please describe what attracts you to this Institute, and briefly relate how you expect that it will affect your work as a teacher.
8. Indicate which of the two drama courses you would prefer to enroll in:
- \_\_\_\_\_ The Director's Perspective: Shaping the Text
- \_\_\_\_\_ The Actor's Perspective: Embodying the Text
9. If admitted, would you be requesting on-campus housing? \_\_\_\_\_ yes \_\_\_\_\_ no  
(Note: Bread Loaf does not provide family housing but can provide a listing of off-campus availabilities on request.)
10. Please enclose with this application form the following materials, using the forms and envelopes provided:
- (a) *Official* transcripts of undergraduate and any graduate records.
- (b) Three letters of reference (list names below). The referees should be familiar with your work in dramatic literature and theater arts.
- (1) \_\_\_\_\_ (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (c) A sample of your recent critical or analytical writing.
- (d) If possible, a recent photograph to assist in identification at Bread Loaf.

Signature \_\_\_\_\_ Date \_\_\_\_\_



# CERTIFICATION FOR PARTICIPANTS

## 1. Instructions for Certification

All individuals applying to participate in an NEH-funded program are required to certify that they are not presently debarred, suspended, declared ineligible, or voluntarily excluded from participating in this program by another federal department or agency. Please sign and date the certification statement in section 3 or provide an explanation of why you cannot certify. Failure to furnish a certification or an explanation shall disqualify the applicant from participating in the program.

The certification is a material representation of fact. If it is later determined that the participant knowingly provided an erroneous certification, the applicant's participation in the program will be terminated, and the applicant will be required to return any federal funds advanced.

## 2. Explanations of Terms in the Certification

**Debarment:** An action taken by a debarring official in accordance with 45 CFR Part 1169 to exclude a person from participating in covered transactions. A person so excluded is "debarred."

**Ineligible:** Excluded from participation in federal programs pursuant to a determination of ineligibility under statutory authority other than Executive Order 12549 and NEH's implementing regulations.

**Principal:** This term applies only to organizations that make application to federally-funded programs. It does not apply to individuals.

**Prospective Lower Tier Participant:** An individual or organization applying to participate in an NEH-funded program would be a prospective lower tier participant. Lower tier refers to the fact that the participant receives funding through an NEH grantee rather than from NEH directly.

**Suspension:** An action taken by a suspending official in accordance with 45 CFR Part 1169 that immediately excludes a person from participating in covered transaction for a temporary period, pending completion of an investigation. A person so excluded is "suspended."

**Voluntary Exclusion or Voluntarily Excluded:** The status of nonparticipation or limited participation in a covered transaction assumed by a person pursuant to the terms of a settlement.

## 3. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion -- Lower Tier Covered Transactions

The prospective lower tier participant certifies by submission of this proposal that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

---

(Signature)

---

(Date)

---

(Printed Name)

5 April 1994

xxx  
xxx  
xxx

Dear xxx:

Alan MacVey, Project Coordinator of Bread Loaf's NEH Institute in Theater, and I are delighted to admit you as a participant in the Institute "Acts of Interpretation" at the Bread Loaf School of English this summer (June 21-August 6, 1994).

You are awarded a full-tuition scholarship (\$2,600) and will be provided with your room and board at Bread Loaf at no charge.

Please return the enclosed housing information card as soon as possible. I am enclosing information for those of you who may be bringing your families with you and who will therefore need to find housing off the Bread Loaf campus. If you live off-campus, you will be granted an amount (\$1,290) equal to what Bread Loaf charges for on-campus room and board; you may use this sum to defray a part of the costs of off-campus housing. (It is virtually certain that you will not be able to pay for all off-campus expenses with this amount.)

Bread Loaf will reimburse you for travel to and from Vermont. If you plan to fly (economy class), you must handle the arrangements through the agency with which Middlebury College has an exclusive contract, Accent Travel. Once we hear that you have accepted a position as a member of the Institute, we will inform Accent that you are preapproved for travel to and from Vermont. Then all you need to do is call Accent (800-666-3125) and make your travel arrangements with Missy. We ask you to make these arrangements well in advance of the Bread Loaf session, in order to take advantage of the lower prices of advanced-purchase ticket. Be sure to keep your plane ticket receipt for reimbursement. If you choose to drive to Vermont, we will reimburse you at a rate of 29 cents a mile.

You will also be granted a weekly stipend of \$300 for the duration of the Institute. Enclosed is a W-9 form which you need to fill in and return to Elaine Hall so she may process your stipends.

You will also be reimbursed for books purchased for your NEH courses. If you purchase books before coming to Bread Loaf, be sure to hold on to receipts and submit them upon your arrival. Course books purchased at Bread Loaf will be billed directly to Bread Loaf's NEH account, through the bookstore.

You are enrolled in 219. The Dramaturg's Perspective: Questioning the Text, and 218. The Actor's Perspective: Embodying the Text. (or 213. The Director's Perspective: Shaping the Text)

The major dramatic production in the Burgess Meredith Theater at Bread Loaf this summer will be Shakespeare's **As You Like It**. It will be possible for Institute members to audition to act in this play or in other dramatic productions during the course of the summer.

Please call the Bread Loaf office (802-388-3711, ext. 5418) or write at once to confirm your acceptance. As you can imagine, we have a long list of Alternates ready to accept if you find that you cannot.

As the spring progresses, you will receive more and more information about the Bread Loaf summer. Please feel free at any time, however, to call or write the Bread Loaf office with any questions you may have: we are known for being very user-friendly.

I, of course, very much hope that you will decide to join us at Bread Loaf this summer. Competition for this Institute was intense, with only a small fraction of the candidates being accepted. Alan and I, who read the applications, obviously liked very much what we saw in yours, and we both hope to see you in Vermont in June.

Sincerely,

James H. Maddox  
Project Administrator, NEH Institute  
Director, Bread Loaf School of English

JHM/elh



5 April 1994

xxx  
xxx  
xxx

Dear xxx:

I am writing to advise you that as of this date I can offer you only a position as Alternate in the Bread Loaf School of English NEH Institute "Acts of Interpretation" this summer. Alan MacVey, Coordinator of the Institute, and I were able to accept only a small fraction of the candidates in this year's group of especially highly qualified applicants. Many individual decisions were extremely difficult; if you are an Alternate that probably means that at some point either Alan or I argued strongly to admit you directly to the Institute.

We expect that there will be some small attrition among those accepted to the Institute--and therefore that several of you on the Wait List will be invited to the Institute. It is impossible at this point to give you a very precise idea of what your chances of acceptance are. As soon as we receive any notice of cancellations, however, we will act speedily to notify a replacement candidate from the Wait List.

If you wish to withdraw your name at this point, or if you have any questions at all, please call Elaine Hall or Marilyn DeLaney in the Bread Loaf office (802-388-3711, ext. 5418) or write to the address on this letterhead.

I look forward to seeing at least some of the Alternates at Bread Loaf this summer. I'm only sorry that we weren't able to accept at once all highly qualified candidates such as yourself.

Sincerely,

James H. Maddox  
Project Administrator, NEH Institute  
Director, Bread Loaf School of English

JHM/elh

xx April 1994

xxx  
xxx  
xxx

Dear xxx:

I regret to inform you that the Bread Loaf School of English is unable to offer you appointment as a participant in its NEH Institute "Acts of Interpretation" this summer. Competition for the Institute was intense, and only a small fraction of those applying were accepted. While I'm well aware that some statement such as the preceding is virtually a cliché in letters of rejection, the statement is very sincerely meant this time. There was hardly a single applicant who was not well-qualified, and admissions decisions were extremely difficult.

I hope that you have pleasant alternative summer plans, and I hope that you will keep an eye out for the possibility that we will offer another NEH Seminar or Institute at Bread Loaf in the future.

Thank you for your interest in the Bread Loaf School and in this NEH Institute.

Sincerely,

James H. Maddox  
Project Administrator, NEH Institute  
Director, Bread Loaf School of English

JHM/elh

**ENTERTAINMENT**



# BREAD LOAF SCHOOL OF ENGLISH SUMMER CALENDAR 1994

Monday, June 27	Faculty Reading: Carole Oles	Barn, 7:30 p.m.
Wednesday, June 29	Staged Reading: "Some Americans Abroad"	Burgess Meredith Theater, 7:30 p.m.
Friday, July 1	Coffeehouse	Barn, 9:00 p.m.
Monday, July 4	Guest Speaker: Jerrie Cobb Scott, Central State University, Ohio "Issues & Practices in Literacy Research"	Barn A, 7:30 p.m.
Tuesday, July 5	Faculty Presentation: Susanne Wofford "The Body Unseamed: Shakespeare's Late Tragedies"	Barn, 7:30 p.m.
Wednesday, July 6	Workshop Production: "Private Parts"	Burgess Meredith Theater, 7:30 p.m.
Thursday, July 7	The Elizabeth Drew Memorial Lecture: Eric Sundquist, Professor of English, University of California at Los Angeles Topic: "Requiem for Atticus Finch: Harper Lee's <u>To Kill a Mockingbird</u> and some African American Texts"	Burgess Meredith Theater, 7:30 p.m.
Friday, July 8	Film: "It Happened One Night"	Barn, 8:00 p.m.
Monday, July 11	Faculty Reading: David Huddle	Barn, 7:30 p.m.
Wednesday, July 13	Workshop Production: "In a Toyko Bar"	Burgess Meredith Theater, 7:30 p.m.
Friday, July 15	Film: "Chinatown"	Barn, 8:00 p.m.
Monday, July 18	Faculty Reading: Robert Pack	Barn, 7:30 p.m.
Tuesday, Wednesday, Thursday, July 19, 20, 21	Student-Directed Plays: "The Shawl" and "Dark Pony" directed by Ashley Gates	Earthworm Barn, 8:00 p.m. (19, 20, 21) 9:30 p.m. (20th only)
Thursday, July 21	Maxine Clair, reading from her recently published book of stories, <u>Rattlebones</u>	Barn, 7:30 p.m.

Friday, July 22	Coffeehouse	Barn, 9:00 p.m.
Monday, July 25	Faculty Presentation: Isobel Armstrong "Reflections on Glass"	Barn, 7:30 p.m.
Tuesday, July 26	Poetry Class Reading	Blue Parlor, 7:30 p.m.
Wednesday, July 27	Victor Luftig and Panel: "Bread Loaf Teachers/College Teachers"	Barn A, 7:30 p.m.
Thursday, July 28	<u>As You Like It</u> , by William Shakespeare	Burgess Meredith
Friday, July 29	Directed by Alan MacVey	Theater, 8:30 p.m.
Saturday, July 30		
Sunday, July 31		
Saturday, August 6	Commencement	Burgess Meredith Theater, 8:15 p.m.

for Breadloaf use only

1

Blues for Atticus Finch

Draft: 7/94 [longer version]

Eric J. Sundquist

The Civil Rights movement and the traumatic upheaval that accompanied America's Second Reconstruction have not been quite so impervious to narrative representation as the Civil War. In notable fiction of the period, however, there is a marked tendency to work at the crisis of American racial equality obliquely, to experiment with allegorical displacements and baroque characterization. One has only to think, for example, of William Melvin Kelley's A Different Drummer or Alice Walker's Meridian, two of the best African American novels inspired by the Civil Rights era, to notice what unorthodox strategies have seemed necessary to represent adequately the upheavals and psychic costs of the struggle for black equality. Important as these novels are, though, they seem marginalia to the stately oratory of Martin Luther King, Jr., memoirs by movement participants such as Anne Moody or Bobby Seale, allied autobiography by Malcolm X, Claude Brown, or Maya Angelou, and the great range of black music that told the story in other modes. Beside the influence and legacy of such work, permanent statements in the form of fiction have not been as commanding as one might expect.

At the same time, there remains the peculiar, unavoidable presence of Harper Lee's To Kill a Mockingbird. Published in 1960, a model of conventional plot and character, the novel is the most widely read twentieth-century American work of fiction devoted to the issue of race and to the South as an American problem. Several generations of American children have read it at least once



before leaving secondary school, and it has remained a touchstone of white liberalism. Former Clinton campaign strategist James Carville, for example, has recalled To Kill a Mockingbird as the most important book of his life for the change it effected in his view of racial justice: "I just knew, the minute I read it, that [Harper Lee] was right and I had been wrong." Likewise, in arguing against the Confederate iconography of the current Georgia state flag, Governor Zell Miller recently cited the famous scene in which Scout's innocent banter disperses the mob come to lynch Tom Robinson as a model for his appeal to the state general assembly as "fathers and mothers, neighbors and friends" who had been taught in Sunday school to do the right thing.<sup>1</sup>

Despite the importance of such testimony, it is nonetheless tempting to ascribe the book's immense popularity, especially at the time of its publication, to its indulgence in comforting sentimentality and to assume that its fawning readership was overwhelmingly white. Even if that were true, one would still have to account for the novel's recorded impact on those whose sense of the righteous sprang from other sources. In his memoir of the Civil Rights movement, for example, James Farmer, head of the Congress of Racial Equality, recalls that in 1961, while he was under arrest with other Freedom Riders in Jackson, Mississippi, Roy Wilkins brought in two books "as gifts to help me pass the prison hours," one of them To Kill a Mockingbird.<sup>2</sup> Farmer did not record his opinion of the novel, but the significance of the gesture as an index of the book's popular appeal at the height of the civil rights protest is obvious.

Even though the novel continues to have a widespread influence on the imagination of many young Americans, however, it is today something of a historical relic--or better, an icon whose emotive sway remains strangely powerful because it also remains unexamined. It is something of a mystery, moreover, that the book has failed to arouse the antagonism now often prompted

by Adventures of Huckleberry Finn, which arguably uses the word "nigger" with more conscious irony than does To Kill a Mockingbird, and whose antebellum framework and moral complexity ought to be a far greater bulwark against revisionist denunciation. For all its admirable moral earnestness and its inventory of the historical forces making up white liberal consciousness in the late 1950s, Lee's novel might well have been entitled "Driving Miss Scout." That its basic answers to the questions of racial injustice appear almost irrelevant to the late twentieth-century United States makes its cultural impact the more crucial to understand, not least because the novel pursues its ethical instruction with a cunning simplicity while at the same time implying that there are no simple answers, perhaps no answers at all.

In showing America's mid-century racial ambivalence in full bloom, To Kill a Mockingbird sweeps back through historical events whose culmination is in the watershed years of the late 1950s and early 1960s but which can hardly be understood within so narrow a time frame. Lee's novel is a document of historical crisis enfolded within a problem in literary representation, which in turn is built upon the interrelation between her strategies of fictive representation and the question of legal representation that is an issue in the novel itself and in the real world of jurisprudence and constitutional law to which Scout Finch's narrative frequently alludes. The novel offers an anatomy of segregation at the moment of its legal destruction. Insofar as it is a story that provisionally foresees the end of a long, bewildering, and violent phase of American history, it is a story of the South, the primary arena of desegregation, as a distillation of the nation, the atavistic and the everyday concentrated into a parable that brings no certainty that the end of segregation will be the end of racism.

Given its enduring appeal to deep wells of white American innocence, it may seem at first glance surprising how blunt is To Kill a Mockingbird's examination of the South's "rape complex," as Wilbur Cash once called it. As a portrait of the South of the 1930s, the novel might be taken simply as a confirmation of the archetypal defense of lynching offered in the Senate by Alabama's J. Thomas Heflin: "Whenever a negro crosses this dead line between the white and negro races and lays his black hand on a white woman he deserves to die."<sup>3</sup> It could better be argued, however, that the appeal of the book, whose story is focused, after all, on the psychological and physical maturation of a young white girl with whom readers of the 1950s and 1960s are expected to identify, lies in its portrayal of a contemporary episode of the southern sexual "disease" (88) and in its invocation of the specter of "mongrelization" that was once more appearing in the oratorical and editorial protests that fueled southern reaction to Brown v. Board of Education. Behind the veneer of Scout Finch's first-person naivete, Lee's novel defies, without destroying, conventional white southern fears of black sexuality, drove the South, said Lillian Smith, to superimpose the semiotics of Jim Crow upon the white female body: "Now, parts of your body are segregated areas which you must stay away from and keep others away from. These areas you touch only when necessary. In other words, you cannot associate freely with them any more than you can associate freely with colored children."<sup>4</sup> Smith's characteristically acerbic description of the ethos of segregation brings together the two strong vectors of Lee's novel--its focus on childhood, the battleground of desegregation, and the rhetorical power of white womanhood, long the weapon of choice in racist arguments against equality.



Throughout the South Brown provoked new hysteria of the sort recorded in Mississippi circuit court judge Tom Brady's infamous broadside Black Monday (so-called for the day the Brown opinion was issued), in which he summoned up the specter of alien invasion ("Communism disguised as 'new democracy' is still communism, and tyranny masquerading as liberalism is still tyranny") and prophesied that desegregation would unleash a new black threat to "the loveliest and the purest of God's creatures . . . [the] well-bred, cultured Southern white woman or her blue-eyed, golden-haired little girl." Sedition and the threat of racial corruption were everywhere: the year before Lee's novel was published, an Alabama state legislator who objected to the plot of a children's book entitled The Rabbit's Wedding, in which a white rabbit marries a black rabbit, succeeded not only in banning the subversive book from state libraries but in having copies burned as well.<sup>5</sup> Against the grain of its ineffable goodness To Kill a Mockingbird includes as well this powerful undertow of southern resistance and, in its half-disguise of violent racial realities, inscribes in an equally dangerous children's story the nightmare of America's own growing up.

The capital rape case of Tom Robinson tried by Atticus Finch occurs in 1935, set in a small-town Alabama courtroom that would inevitably have been reverberating with the impact of the ongoing trials of the young black men known as the Scottsboro Boys. Perhaps the most notorious modern criminal trials with race not technically but nonetheless fundamentally at issue, the ordeal of the young men charged with the rape of two white women, in a sequence of trials lasting from 1931 to 1937, put the South under sensational national scrutiny matched only by that aroused by the 1955 murder in Money, Mississippi, of Emmett Till, a 14-year-old Chicago boy accused of being fresh with a local white woman. Although it is conceivable that Lee's character Tom Robinson was inspired by the death sentence given a real-life black Alabama man named Tom

Robinson in 1930 for his part in defending his family from a lynch mob, a story recounted in Arthur Raper's Tragedy of Lynching,<sup>6</sup> actual parallels to Tom's case were readily available, and Scottsboro was only the most egregious evidence that the kinds of justice administered by southern mobs and southern courts were often indistinguishable. From the southern point of view Scottsboro was a call to arms. Vanderbilt historian Frank Owsley, for instance, identified the Yankee intrusion into the sacred body of the South prompted by Scottsboro with the prior infamies of abolitionism and Reconstruction, when radical whites had encouraged black men "to commit universal pillage, murder and rape."<sup>7</sup> Outside the South, though, Scottsboro was an emblematic of southern injustice and a litmus test of sectional paranoia, as was the Till case a generation later.

With mounting tension over civil rights activism augmented by the exoneration of Till's white killers, To Kill a Mockingbird was written, and subsequently read, in an atmosphere charged by publicity about the revival of Judge Lynch in the South. Yet by dwelling on the narrative recollection of time past--"when enough years had gone by to enable us to look back on them," Scout tells us in setting the context for the book's action on the first page (3)--the plot deliberately casts backward to the era of Scottsboro, and Lee could easily have replaced her own epigraph from Charles Lamb ("Lawyers, I suppose, were children once") with Langston Hughes's "The Town of Scottsboro," one of several poems he devoted to the cause:

Scottsboro's just a little place:  
No shame is writ across its face--  
Its court, too weak to stand against a mob,  
Its people's heart, too small to hold a sob.<sup>8</sup>

Hughes's Scottsboro might as well be Maycomb, where Tom Robinson is tried and quickly sentenced to death, or Sumner, Mississippi, where Till's murderers were tried and just as quickly acquitted. This doubled legal time frame is but one of several ways in which Lee, like Mark Twain before her, lays one era upon another in the retrospective narrative of Scout Finch, who looks back to a time when "people moved slowly . . . took their time about everything," when "there was no hurry, for there was nowhere to go."<sup>9</sup> Scout's nostalgia tells us about the operation of temporality in autobiography; about Lee's share in the long southern tradition of anti-modernism; and about the power of mourning, comingled with defiance, in the reservoir of southern memory. But it tells us, more to the point, that we are reading at every moment an allegory of the South's own temporality and its public philosophy of race relations: "Go slow."

To Kill a Mockingbird is a novel of childhood, but one saturated in narrative consciousness of deeper regional and national time. Although it is not, strictly speaking, a historical novel, its careful deployment of familial genealogy, state history, and the romantic stereotypes of southern "breeding" creates a context in which the pressure of contemporary time, with its threatened destruction of a white southern way of life, becomes urgent. The novel harks back to the 1930s both to move the mounting fear and violence surrounding desegregation into an arena of safer contemplation, and to remind us, through a merciless string of moral lessons, that the children of Atticus Finch are the only hope for a future world of racial justice. Framed by the Boo Radley story, the book's racial "nightmare" (144) is to a noticeable degree made peripheral for young readers to the gothic tale of the "malevolent phantom" Boo (8) and the revenge of Bob Ewell. Associated from the outset with animal mutilation and black superstition (9), and with the laughter of Negroes passing in the night (55), Boo functions transparently as a harbinger of violated taboos and a displaced



phantasm of racial fear, ultimately unmasked as the gentle, domesticated "gray ghost" of harmonious integration (13-14, 280). The novel's concluding Halloween sequence, with its brilliant prelude of the school pageant devoted to Alabama history and personified products of Dixie agriculture (dressed as a ham, Scout survives Bob Ewell's attack), tells us that the true danger comes from "white trash" ("Boo" evolves in the insidious "Bob"); and it offers the illusion that racial hysteria--the Klan, nightriding mobs, the White Citizens Council--can be likewise unmasked, humiliated, and brought to justice once the South disposes of its childish fears and moves forward into the post-Brown world.

To Kill a Mockingbird is a masterpiece of indirection. Embedded in an episodic story of wit and charm, and pursued through a series of remembered events that deflect serious racial issues into a puzzle of half-truths, children's games and pranks, and devious piety, the novel's lessons are as often held in abeyance as they are driven home by Lee's analogical strategies and temporal displacement. From the very outset of the novel Scout's reminders that we are reading a tale of the Depression-era South have the effect suspending our judgment. The New Deal, however it may have helped southern blacks economically, posed little challenge to Jim Crow; though key civil rights legislative and judicial policy dates from the decade, the practice of segregation, and often of mob rule, remained largely untouched by the awakening of southern liberalism.<sup>10</sup>

There is thus everywhere available to the reader as an explanation of the book's dramatized racism and miscarriages of justice the argument that its action belongs to a bygone era. One effect of the temporal displacement, in fact, is to anchor the novel's social crises in a remembered world of general economic deprivation and cultural isolation. The Finch family is comparatively well off, of course, but the region's impoverished small farmers and sharecroppers, whether

black or white, live still in the "shadow of the plantation," to borrow the title of Charles Johnson's important study of Black Belt Alabama in the 1930s, "dulled and blocked in by a backwardness which is a fatal heritage of the system itself."<sup>11</sup> Indeed, To Kill a Mockingbird itself so clearly harks back to the tradition of liberal exposes of southern racism, whose classic texts may be dated from the 1930s--works such as Johnson's Shadow of the Plantation (1934), Raper's The Tragedy of Lynching (1933), John Dollard's Caste and Class in a Southern Town (1937), Wilbur Cash's The Mind of the South (1941), and climaxing in a book with an even broader canvas, Gunnar Myrdal's monumental An American Dilemma (1944)--that the novel might almost be read as a kind of recapitulatory tribute to the tradition. Be that as it may, Brown v. Board of Education irrevocably changed things, and any novel dating from the rising crest of the Civil Rights movement must bear the consequences of its own nostalgia for a simpler, slower time, especially when that nostalgia is as tightly interwoven with the narrative's moral fabric as in the case of To Kill a Mockingbird.

The novel dwells on the problem of education, its relationship to the force of law, and the Finch childrens' assimilation to a network of southern social codes.<sup>12</sup> Combined with the contrast between the useless public schooling available to Scout and Jem, and the righteous moral lessons they learn from Atticus, from their black cook Calpurnia, and from their regular witness of Maycomb's injustice, the book's nostalgia is a means to probe anxiety about desegregation in the post-Brown South and to remind her audience how fully the 1930s impinged upon the 1950s. Recalling a 1938 trip into rural Georgia, journalist Ralph McGill, a southern liberal in the Atticus Finch mold, might well have been describing both the pathetic Maycomb school portrayed by Lee and her implied judgment of the consequences for the South of its resistance to Brown. "There were poor schools in other regions of America," wrote McGill in

1963, "but none had so many as the Southeast. And nowhere were there so many as shabby, barren, unpainted, bedraggled, disgracing their state and their country's flag raised daily on the school grounds. . . . That the South should hold on so desperately, with such pathetic, almost preposterous pride, to customs, traditions, and a so-called way of life that kept them and their children from equal opportunity, which is the basic promise of their country, seemed even more irrational."<sup>13</sup> When Harper Lee, like McGill, renders Alabama's compulsory education a farcical enterprise (30), she does so not simply to reflect upon the failures of time past, when black faces left no trace in the classroom. She also does so, one can suppose, in order to estimate the nation's contemporary legitimate interest in a federalized social practice that is, according to Brown, "the very foundation of good citizenship . . . a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment."<sup>14</sup>

Equal education, said Brown, was the key to valued and meaningful membership in the nation, and the Court's decision made schools the crucible of change. Emmett Till's murder in 1955, the vicious treatment accorded the black students who integrated Central High School in Little Rock in 1957, and the abuse heaped upon African American and white students in various communities who launched sit-in protests over the same period of time were reminders that the effects of Brown, good and ill alike, were to be felt especially by a younger generation, by children. In the commonsense words of McGill, Brown "was a decision about children. That's what the wise and moderate, long-overdue words of the nine justices were all about--the rights and opportunities of American children" and the principle that "the Constitution of the United States is as concerned with the rights of children as with those of their parents." In his most famous address, the speech made at the Lincoln Memorial on the occasion



of the 1963 March on Washington, Martin Luther King, Jr., likewise dreamed of that day when, "down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, that one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers."<sup>15</sup> The preoccupation of To Kill a Mockingbird with the moral education of children, its beguiling proposition that juries, police forces, and whole communities of sympathetic children (220, 157, 213) would make for a more just world, and, most famously, Scout's naive routing of the lynch mob that has come to drag Tom Robinson from jail--all are calculated to substantiate the ethical authority driving Brown, which said simply that all American children have an inalienable right to equal education.

In addition to dwelling for obvious reasons on the lasting impact upon children of segregation--creating in them, said the Court, "a lasting feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone"--the language of Brown also underscored the issue of temporality in its calculation of what equal meant in 1954. Whether to legitimize its heterodox appeal to social science rather than constitutional jurisprudence, or simply to emphasize the long capitulation of federal rule to local southern practice, the opinion written by Chief Justice Earl Warren noted that "we cannot turn the clock back to 1868 when the [Fourteenth] Amendment was adopted, or even to 1896 when Plessy v. Ferguson was written." What Warren's formulation sought to do was justify the Court's dismissing historical interpretations of the Fourteenth Amendment as inconclusive and thus to pave the way, not for a carefully reasoned destruction of separate but equal as a doctrine, but instead for a clean break with the constitutional past. Brown dealt with the racist underpinnings of Plessy by

saying, in essence, that they were no longer relevant the the moral life of the mid-twentieth-century United States.<sup>16</sup> The peculiar nature of the Brown opinion was itself evidence that Warren had correctly foreseen the massive resistance that would arise in the South; and the notorious language of the Court's 1955 decree of implementation--"at the earliest practicable date . . . with all deliberate speed"--did not so much temporize as turn the issue over to executive and legislative enforcement, putting the spotlight on southern recalcitrance even as it gave it sanction.<sup>17</sup>

But by what date, and with what speed? Fivescore years after the Emancipation Proclamation, King declared that he had stood in the lengthening shadow of Abraham Lincoln's failed dream quite long enough; and he admonished his vast audience that it was "no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism." The gap between going slow and outright resistance was, in King's experience, painfully narrow, and since well before emancipation and the Civil War gradualism had served as a pretext for inaction and regression of the sort announced in the 1956 manifesto of resistance signed by many southern congressmen. Whereas To Kill a Mockingbird shot to the top of the nation's bestseller lists and was quickly adapted into its favorite movie, by 1960 only 6% of southern public schools had complied with Brown. Perhaps no one had a better sense of the likely cruelty of "deliberate speed" than Thurgood Marshall, the NAACP's lead attorney in the arguments for Brown. In the wake of the white rioting that accompanied Autherine Lucy's attempt to desegregate the University of Alabama in 1956, Marshall was asked if he did not believe in gradualism, to which he laconically replied: "The Emancipation Proclamation was issued in 1863, ninety-odd years ago. I believe in gradualism, and I also believe that ninety-odd years is pretty gradual."<sup>18</sup>

In his conversation with Jem after the miscarriage of justice that results in Tom Robinson's conviction, Atticus puts his own estimation of the crisis then on the horizon two decades away in a more pragmatic and revealing way: "Don't fool yourselves--it's all adding up and one of these days we're going to pay the bill for it. I hope it's not in you children's time" (221). Here as elsewhere, Atticus's assessment conflates the novel's time frames, at once forecasting the post-Brown world and yet delaying any resolution of its spreading political turmoil and street violence. Speaking from the other side of the color line, James Baldwin would similarly remark: "A bill is coming in that I fear America is not prepared to pay." However, his counsel to black Americans, whom he placed at the center of "this dreadful storm, this vast confusion," was to be ready to risk all--"eviction, imprisonment, torture, death"--in order to eradicate racism. "For the sake of one's children," Baldwin argued, "in order to minimize the bill that they must pay, one must be careful not to take refuge in any delusion--and the value placed on the color of the skin is always and everywhere and forever a delusion."<sup>19</sup> Although he too recognizes racism as a delusion, Atticus Finch stops short of asking for dramatic sacrifice in the name of justice. In fact, although he pleads directly to the readers of 1960, warning of a day of racial cataclysm rather than one of harmonious justice, Atticus, like Lee, seems satisfied with the "baby-step" (216) taken toward racial justice and appears to hope for a postponement of the fire next time.

In its constant dialectic between the era of Scottsboro and the era of mounting civil rights strife, the novel contains the unsettling prediction, so to speak, that the white southern children of the 1930s will have grown up into the white southern parents of the 1950s--supporters of interposition and massive resistance, members of the White Citizens Councils, those who spit on the Little Rock students or mobbed Autherine Lucy at Alabama and James Meredith at the



University of Mississippi. (Because Scout and Jem are, respectively, eight and twelve years old in 1935, they would be 33 and 37 in 1960, in all likelihood parents faced with the decision of whether to support or resist school desegregation.) Likewise, the book's minimal attempts to enter into African American life, while they may be chalked up to the effects of Scout's limited point of view, which at times is manifestly racist--he's "just a Negro," she remarks to Dill when the latter weeps over Tom's abuse by the prosecutor (199)--or to Lee's attempt, comparable to that of Harriet Beecher Stowe in Uncle Tom's Cabin, to speak first of all to white America, or the moderate white South, must also be counted, if not as a failure of nerve, at least as an internalization of Jim Crow. In its sympathetic portrayal of Calpurnia and Tom, as well as a few secondary black characters, the novel was without question a step ahead of most popular white fiction of its era. Yet the whole psychological design of the narrative--its subliminal violation of racial (and gender) taboos and its guarded but nonetheless fierce satire on what Lee calls the "pink cotton penitentiary" of white southern womanhood (136)--sacrifices the legitimate exploration of an African American perspective in order to enforce its searching critique of white liberalism in crisis. Of necessity, and with a diminution of power that would only become completely clear in historical retrospect, its narrative marginalization of black life functions as a form of segregation whose effect is to focus our attention not on region or state alone but on the nation come at last to its own southern crossroads.

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Atticus Finch has been studied by attorneys for the quality of his moral character,<sup>20</sup> and his cinematic portrayal by Gregory Peck as a man of great

tenderness and justice is so ingrained in American consciousness as to make him nearly impossible to imagine otherwise. If there is little question as to Atticus's integrity, however, his actions and his defense of Tom Robinson are seldom seen in any sort of historical context; and his own participation in the book's evasion of the hardest moral questions is usually ignored in favor of his commanding pedagogy. It is surely not hard to imagine that Atticus Finch, whether as portrayed by Peck or not, would be more easily recognized than Thurgood Marshall by the vast majority of Americans. Portrayed as the southern "good father," standing as he does in nearly mythic contrast to bad public fathers such as George Wallace, Ross Barnett, and Orval Faubus, Atticus is depicted as a grand hero to the book's black community, who stand in silent reverence as he passes from the courtroom after his futile but heroic defense of Tom (211).

Atticus Finch is a good lawyer, then, and a gentleman, but he is not a crusader. He takes Tom Robinson's case because he is appointed counsel (as required by 1930s statute in Alabama capital cases), is a man of professional ethics, and appears, moreover, to believe in defending Tom, even though he has no illusions about winning a rape case involving a black man and a white woman. Atticus ends his defense of Tom Robinson with a ringing declaration that the court of Maycomb County has available to it the same measure of justice one might seek from the United States Supreme Court--"in this country our courts are the great levelers, and in our courts all men are created equal" (205), he reminds his jury--but there is never one moment of doubt as to the verdict that will be returned. Scout puts it best: "Tom was a dead man the minute Mayella Ewell opened her mouth and screamed" (241). Against the certainty of defeat, Atticus Finch's heroic effort is all the more moving. In his integrity, humility, and common sense, Atticus is almost certainly meant to provide an alternative to the cranky fulminations about "Sambo," states rights, and the Cold War voiced

by Faulkner's liberal attorney, Gavin Stevens, in Intruder in the Dust. At the same time, however, Atticus too remains a man of the South, a liberal insider. How else could he function as the symbolic conscience of his family and the white townspeople, those "with background" who privately "say that fair play is not marked White Only," who wish him to do the right thing on their behalf, but who otherwise scorn him as a "nigger-lover" (83-6, 108), who excuse themselves from jury duty, thus turning the decision over to "white trash," and who uphold at all human cost the grandiose myth of southern white womanhood (236)?

The course of Tom's ordeal and Atticus's defense is artfully constructed to exacerbate two mirroring paradoxes. First, Tom is placed in a deadly trap when he must either give in to Mayella Ewell's sexual advances, or resist her, and then when he must either recant his story or accuse a white woman of lying. Driven to the impudence of declaring his fear that, no matter what he does, he will end up the victim of a judicial system in which mobs and juries are indistinguishable—"scared I'd hafta face up to what I didn't do," he meekly but archly replies to the prosecutor—Tom is the personification of the daily apprehension that John Dollard found to be widespread among southern African Americans in the 1930s: "Every Negro in the South knows that he is under a kind of sentence of death; he does not know when his turn will come, it may never come, but it may also be at any time."<sup>21</sup> The second paradox, which is Scout's, the reader's, and finally the book's, is perfectly summed up in Atticus's admonition to his daughter, who has sought to defend him from the scorn of town and family alike, that "this time we aren't fighting the Yankees, we're fighting our friends. But remember this, no matter how bitter things get, they're still our friends and this is still our home" (76). The peculiar political morality that pervades the novel is incarnate in this expression of near paralysis, which at once identifies the race crisis as a southern problem—a matter of states rights,



ideally immune to renewed federal intervention--and describes it in terms that make decisive local action unthinkable.

Atticus's moral courage forms a critical part of the novel's deceptive surface. Whether to shield his children from the pain of racism or to shield Lee's southern readers from a confrontation with their own recalcitrance, Atticus, for all his devotion to the truth, sometimes lies. He employs indirection in order to teach his children about Maycomb's racial hysteria and the true meaning of courage, but he himself engages in evasion when he contends, for example, that the Ku Klux Klan is a thing of the past ("way back about nineteen-twenty"), a burlesque show of cowards easily humiliated by the Jewish storeowner they attempt to intimidate in their sheeted costumes purchased from the merchant himself (147).<sup>22</sup> Such moments are not distinct from the book's construction of analogies for moral courage in the face of ingrained communal racism--for example, Atticus's killing of the rabid dog or Mrs. Dubose's breaking free of her morphine addiction--but rather part of it. Indirection and displacement govern both the novel's moral pedagogy and, in the end, its moral stalemate. The ethical example of Atticus Finch is heightened in exact ratio to the novel's insistence that, so far as Maycomb and Alabama are concerned, it is both inimitable and incomplete.

In the wake of losing Tom Robinson's case, Atticus suffers personal anguish and bitterness, but he reminds the children on this occasion and others that both juries and mobs in every little southern town are always composed of "people you know," of "reasonable men in everyday life," of "our friends" (157, 220, 146), and that racial injustice is a southern problem that must be solved from within by right-thinking white people. Atticus does not characterize the verdict as "spitting on the tomb of Abraham Lincoln,"<sup>23</sup> nor does he say of the jury: "If you ever saw those lantern-jawed creatures, those bigots whose mouths are slits

in their faces, whose eyes pop out like a frog's, whose chins drip tobacco juice, bewhiskered and filthy, you would not ask how they can do it." <sup>24</sup> These remarks, which belong to Samuel Leibowitz, the principal defense attorney in several of the Scottsboro trials, cut through the decorous sanctimony of To Kill a Mockingbird and constitute as sharp an intervention into the novel as the comparable public reaction, outside the South, to the exoneration of the murderers of Emmett Till.

Villified as the tool of the "Jew money from New York" that one prosecutor, during trial, said was bankrolling the representation of the Scottsboro Nine by the NAACP and the Communist Party, <sup>25</sup> the flamboyant Leibowitz came into the case in 1933, after its most significant development. His appearance as counsel was predicated on the case against Ozie Powell having been remanded back to Alabama after the historic Supreme Court reversal of the initial verdict in Powell v. Alabama in 1932. The Scottsboro cases are central to the novel not simply because Tom Robinson's trial is set perforce in their context, and not simply because the similarities between the accusations by, and cross-examinations of, the respective complaining white women, Victoria Price and Mayella Ewell, are of special note, but more importantly because Powell puts before us the very question of representation--of speaking or acting on behalf of another. In guaranteeing a constitutional right to counsel in certain capital cases, Powell for the first time partially incorporated the Sixth Amendment into the Fourteenth, thus nationalizing right to counsel as a matter of due process. The radical Left branded the decision a mere ruse to obtain an unchallengeable conviction on retrial, with the Daily Worker declaring that "the Supreme Court has taken great care to instruct the Alabama authorities how 'properly' to carry through such lynch schemes." <sup>26</sup> But Powell was arguably one of the most important decisions by the Court in the decades leading up to Brown, a

contribution not only to criminal justice but to civil rights. Although the restrictions of Powell would not be entirely erased until Gideon v. Wainright in 1962 (which extended the federal constitutional guarantee of right to counsel to noncapital felony cases as well), the Court's opinion initiated a federal attack on previously insulated procedures of state criminal law and started a gradual revolution in constitutional restraints based on the Fourteenth Amendment which would continue through the century.<sup>27</sup> In the realm of criminal law Powell therefore nationalized rights under the Fourteenth Amendment in a way comparable to the education cases, beginning with Missouri ex rel. Gaines v. Canada in 1938, that opened the way to Brown v. Board of Education and finally destroyed the states' capacity to maintain legal Jim Crow.

By comparison to the role of education in To Kill a Mockingbird, right to counsel seems an abstruse issue--and one not overtly racialized. More critical might appear the other major Supreme Court decision to come out of the Scottsboro cases, Norris v. Alabama, which again overturned the convictions on the grounds that eligible African Americans had been systematically excluded from the jury pool. Like Powell, Norris further accelerated the dismantling of the post-Reconstruction rulings that had so long governed the immunity of state authority in determining civil rights protection.<sup>28</sup> Because it was decided in April of 1935, in fact, Norris would have been at hand had Atticus Finch chosen to challenge the composition of the Maycomb County jury, arguing, for example, that Calpurnia, who teaches her son reading out of Blackstone's Commentaries (125), is a fit juror. But it is safe to assume that his efforts would have been as futile as those of Leibowitz at the lower court level. (One Scottsboro defendant, Haywood Patterson, whose case was remanded on a technicality at the same time as that of Clarence Norris, accurately described his unsympathetic all-white jury as "a nest of possums."<sup>29</sup>) Even though it has no such explicit racial



dimension, Powell was nevertheless racialized in fact. The Court's opinion, written by George Sutherland, adverts to racial realism in its second sentence: "The petitioners, hereinafter referred to as defendants, are negroes charged with the crime of rape, committed upon the persons of two white girls."<sup>30</sup> The Court recognized, as the opinion indicates in several other instances, that the South's "rape complex" was more than a minor factor in the denial of due process.

Like Tom Robinson's case, the Scottsboro cases and the appeals leading to Powell magnified the simple question put to Atticus by Scout when she innocently asks: "What's rape?" (135). Atticus gives what to Scout is a bafflingly legalistic answer, one of the several occasions on which his own dicta for truth and honesty are violated. To Kill a Mockingbird gives two answers, one indicative of Scout's unlikely transcendence of the suffocating strictures of white southern womanhood, the other indicative of the comparable trap laid by the novel's historical frame of reference. To judge from Scout's acculturation over the course of the book, the South's inexhaustible penchant for ultimately referring every racial question to the mystical body of the white woman is not eviscerated in the novel but, along with Maycomb's racial and class stratifications and the moral cowardice of the vast majority of its citizens, left more or less in place. In the fiercely satiric missionary tea sequence, for example, Scout must learn to be a "lady" amidst the rank hypocrisy of the town's leading ladies, who complain that their black servants have become sulky in the aftermath of Tom's conviction, condemn not Mayella Ewell but Helen Robinson of immorality, and tediously invoke the specter of the black rapist ("there's no lady safe in her bed these nights"[232]). She must learn to be a lady by swallowing her grief and protest when news of Tom's death during a prison escape arrives in the very midst of this excruciating scene. Scout registers, without protesting, her partial kinship with Tom's incarceration and readies herself to "enter this world, where

on its surface fragrant ladies rocked slowly, fanned gently, and drank cool water," as she later recalls, without telling us from the vantage of retrospect whether, in fact, she has ever escaped that world (233). The context of the scene, the ladies' sanctimonious discussion of African missions, only heightens the Lee's great irony, bringing the black anti-colonialist movements of the late 1950s into dialogue with America's Civil Rights movement. The church's failed mission in Africa--its participation in buttressing colonial depredations--is made comparable by Lee to the Christian hypocrisy of the Jim Crow South, each domain of white supremacist ideology an extension of the other and linking, as had Du Bois in Darkwater, the imperial "rape" of Africa to the sexual pathology of America's own apartheid.

Both the novel and Scottsboro asked what meaning "rape" might have if it were only a rhetorical justification for lynching and lesser forms of prejudice, or for sectional resistance to the nationalization of constitutional rights. Past a certain stage in the Scottsboro case, as in that of Tom Robinson, no one could doubt the defendants' innocence; the question, rather, was the interpretation of "rape" as a political disguise in the large wardrobe of southern racism and the judicial procedure employed to codify a predetermined guilt. The facts of Powell might have arisen in any number of criminal cases, but black-on-white rape cases in some parts of the Jim Crow South were virtual guarantees of the denial of due process--if the accused even got to arraignment and trial. Anticipating the Till case two decades later, the initial Scottsboro case was distinguished by the fact that the court was anxious to preserve the appearance of due process and avert a mob's vigilante justice. The anti-lynching crusader Jessie Ames rightly noted, however, that a lynching of the defendants was avoided only "at the expense of the integrity of the law."<sup>31</sup>

It is a tragic feature of the initial Scottsboro trial, then, that its speedy procedure at once averted (even if it actually reproduced) mob rule, created various outrageous abridgements of due process, ultimately resulted in key Supreme Court guarantees of criminal and civil rights, and yet brought justice to none of the accused. As Atticus's futile defense of Tom Robinson proves, the beneficial effects of Powell were not immediately apparent in the courtrooms of Alabama. The case bears on the novel not because it affects Tom's case, however, but because it makes clear how right to counsel and strategies of literary representation are related. The right of black men and women to adequate representation in courts of criminal law usually meant, certainly in the segregated South, representation by white counsel--that is, representation by a white voice and argument of the kind idealized in the portrayal of Atticus Finch. That is to say, because the novel's power is tied to the national culture's propensity to embrace such liberal heroics, we must take note of its immersion in a legal moment at which the constricted frame of reference defining Tom Robinson's right to be represented could not help but enforce Harper Lee's moral appeal to white paternalism.

In this respect, the mechanism by which Atticus's defense of Tom Robinson overlaps with Scottsboro at two points is worth special attention.

Samuel Leibowitz outraged the Alabama courtroom audience, the southern press, and several judges by his scathing dismantling of the testimony of Victoria Price, the principal witness after Ruby Bates recanted her story. His cross-examination called into question Price's virtue (he proved she had been a prostitute), her sexual experiences at the time in question (he showed she had had voluntary intercourse with a white man less than 24 hours before the purported gang rape), and the state's worthless medical case (he forced examining doctors to admit that the evidence was useless: no motile sperm; no



semen on her clothing; no vaginal injuries; and no scratches on her back, despite her claim of having been raped by six young men while lying barebacked in a train car loaded with chert). For her part, Victoria Price, who at first took apparent pleasure in what seemed at times a chatty recounting of the events, became increasingly sullen and vituperative in response to Leibowitz's grilling, not least when he feigned politeness.<sup>32</sup>

But neither his argument nor the evidence itself mattered. What Leibowitz failed to estimate correctly was that the trial, in the end, was about the South's right, as one prosecutor put it, to "protect the sacred secret parts of . . . the fair womanhood of this great State."<sup>33</sup> He miscalculated as well the degree to which Communism and the advocacy of black rights easily merged in the ritual scenario of violated southern womanhood. For instance, a 1934 leaflet issued by the Birmingham White Legion asked: "How would you like to awaken one morning to find your wife or daughter attacked by a Negro or a Communist?"<sup>34</sup> In the course of the first round of appeals, the Alabama State Supreme Court, although its motives may have been less than honest, rejected the adducement of Victoria Price's reputation as a prostitute, just as they rejected the appeal on the right-to-counsel and jury pool issues as well. If the Court observed a distinction important to women's rights, however, they too put the South's rape complex on display. Dismissing the appellants' complaint about the undue speed of the trial, the Court cited the celerity with which the assassin of President McKinley had been tried and executed in 1901. They applauded swift justice and, taking a page out of the speeches of Benjamin Tillman and the novels of Thomas Dixon, contended that "some things may happen to one worse than death . . . and, if the evidence is to be believed, one of these things happened to this defenseless woman, Victoria Price."<sup>35</sup> Or, as another prosecutor had replied in the second trial, when Leibowitz objected to his ranting about

"niggers" and rape: "I ain't said nothin' wrong. Your Honor knows I always make the same speech in every nigger rape case." The judge in question concurred; and when he gave his instructions to the jury in a subsequent trial, he snarled out the word "r-r-rapist" in a gruesome tone.<sup>36</sup>

Although he takes none of Leibowitz's personal pride in doing so, Atticus Finch also politely but thoroughly humiliates Mayella Ewell on the stand, shredding her testimony, proving that she has been beaten (and probably raped) by her father, Bob Ewell, and in the process laying the ground for an appeal even as he virtually guarantees his client's conviction by the local jury. His brilliant cross-examination of Mayella more or less obviates the jury's verdict, which is predicated upon the simple assertion by a white woman and her father that a "black nigger" has been "ruttin'" on her (173). Lee, of course, does not call into question Mayella's veracity by undermining her reputation for chastity but instead takes the greater risk--for which Tom must pay the heavier price--of making evident her own attempt to seduce an African American man. It is necessary to the novel's excruciating effect that Mayella Ewell be a more sympathetic victim and a more compelling witness than Victoria Price. But it is also necessary that, like Victoria Price and like Carolyn Bryant, the principal defense witness in the trial of Emmett Till's killers, she lie in order to protect her father and to uphold the scaffolding of Maycomb County's rape complex. In Mayella's case, fittingly, there can be no medical evidence of rape since no doctor was called; but Atticus uses the evidence of her beating to prove that Robert E. Lee Ewell (to cite her father's actual name), not Tom Robinson, is guilty. He does so in a way important both to the novel's invocation of Scottsboro and to its own tactical usurpation of black voice, act, and identity.

Because he is disabled, his left arm shriveled from a cotton gin accident, Tom cannot have produced Mayella's injuries. There may be a particular

allusion to Scottsboro here in that evidence brought forth in proof of the young men's innocence included the fact that one was crippled by syphilis to the point of sexual incapacity, while another was nearly blind. All were poorly educated and four of the nine were said to be mentally impaired. None of this necessarily counts against a charge of rape, of course, but as the Supreme Court reiterated in its Powell opinion,<sup>37</sup> it counts mightily in the rationale for right to counsel as a part of due process, for the physical or mental deficiency of the defendants was made a key part of the appeals in Powell both to undermine the probability of guilt and to bolster the more far-reaching constitutional argument. The cost to the perceived integral identity of the defendants, however, was not insignificant--no less so than the cost to our accurate perception of Emmett Till's humanity imposed by William Faulkner in a 1956 interview: "Maybe the purpose of this sorry and tragic error committed in my native Mississippi by two white adults on an afflicted Negro child is to prove to us whether or not we deserve to survive."<sup>38</sup> In what way Till was "afflicted" or how his murder might be construed as an simply an "error" Faulkner did not explain. Like his construction of Till as a victim, the question of physical or mental deficiency in the Powell decision bears analogically on the representation of blackness in To Kill a Mockingbird. It is not enough for Tom Robinson to be innocent. He must be unquestionably a "quiet, respectable, humble Negro" (192, 204). He must be pathetically innocent--a victim of Mayella's desperate loneliness and abuse, a strong man but emotionally incapable of resistance or violence, and comparable, as the novel's central metaphor puts it, to an innocent songbirds whose only job, a form of minstrelsy, is to "make music for us to enjoy . . . [to] sing their hearts out for us" (90).

In making Tom Robinson a contemporary version of Uncle Tom, the novel silences him and largely deletes from view his life and that of his family, but its



reasons for doing so are not simplistic or one-dimensional. Lee's strategy of indirection sets in motion an unbalanced dialectic between Atticus's voluble, nearly sacrosanct white voice and Tom's proscribed, muted black voice, and again between the 1930s, the world of Scottsboro and Powell, and the 1950s, the world of Selma and Brown. Of course the justification for Tom's own diffidence in the white man's world is clear enough if we call to mind the testimony of another Alabama sharecropper of the 1930s, Ned Cobb, whose story, under the pseudonym Nate Shaw, was recorded in the magnificent oral history All God's Dangers. In 1932, the same year as Scottsboro, Cobb was brought to trial for resisting sheriff's deputies who had come to confiscate illegally a neighbor's cotton crop. Recounting his own farcical one-day trial in the moving vernacular of his narrative, Cobb created an indelible picture of the legal and social silence imposed upon African Americans in his day:

The nigger was disrecognized; the white man in this country had everything fixed and mapped out. Didn't allow no niggers to stand arm and arm together. The rule worked just like it had always worked: they was against me definitely just like they was against those Scottsboro boys. . . . The trials was just a sham, just a sham, both of em. I might tell em everything just like it was but they'd kick against me in court, in regards to my color, unless it come up this way: now a nigger could go in court and testify against his own color in favor of the white man, and his word was took. But when it come to speakin out in his own defense, nigger weren't heard in court. White folks is white folks, niggers is niggers, and a nigger's word never has went worth a penny unless some white man backed it up and told the same thing that the nigger told and was willin to stand up for the nigger. But if another white man spoke against the nigger

and against the white man that was supportin him, why, they'd call that first white man "nigger-lover" and they wouldn't believe a word he said.<sup>39</sup>

We must imagine that, could Tom speak for himself, his interpretation of Alabama justice might be pretty close to Ned Cobb's. Because it filters Tom's story through the legal representation of Atticus Finch and the storytelling representation of Scout Finch, however, To Kill a Mockingbird denies Tom even this much of a voice in his story and therefore precludes a full portrait of the African American struggle for justice. Here too, moreover, the novel's nostalgia screens out the urgency of the moment in which Lee was writing, for its frame of reference--its frame of representation, one might say--is not the world of Ned Cobb alone but also the world of Emmett Till.

§§§§§

Thirty years and two thousand miles away from Tom Robinson, Eldridge Cleaver, Minister of Information for the Black Panthers, composed a harsh, violent refutation of the white South's racial fantasies when he recalled his 1955 breakdown in Soledad Prison upon learning of Emmett Till's lynching. His rage against yet another perversion of justice, said Cleaver, was the catalyst for his new philosophy that rape could be made into an "insurrectionary act," one explicable in the lines from his poem "To a White Girl":

Your white meat  
Is nightmare food.  
White is

The skin of Evil.  
 You're my Moby Dick,  
 White Witch,  
 Symbol of the rope and hanging tree,  
 Of the burning cross.<sup>40</sup>

Whatever injustice is answered by his rage, Cleaver's theory of rape was abhorrent. Yet his militant seizure of the historical myth of black male sexuality and his verse, in part an amalgam of James Weldon Johnson, Jean Toomer, Langston Hughes, and others, are a fair index of the conservatism of Harper Lee's novel--its palpable attempt both to register the reappearance of the South's rape complex in the Till case and to displace it into the time past of Scottsboro, to fold it into Scout's narrative but at the same time banish it to a nightmare from which the South might yet awake.

Cleaver was one of many African Americans, from Muhammed Ali to Henry Hampton, producer of Eyes on the Prize, who dated their civil rights activism--or, as in the case of Cleaver, their outlaw radicalism--to an awareness of the Till case. Medgar Evers, field secretary for the NAACP, risked his life to gather evidence and witnesses against Till's killers, while Anne Moody remembered that Till's murder made her hate both the whites responsible for the crime (the murder and the trial) and the blacks who did not rise against such injustice.<sup>41</sup> The Till case left an equal measure of well-directed activism and boiling debate in its wake for more than two decades to come, with Susan Brownmiller and Angela Davis, among others, making it a point of departure for their critiques of the conjunction of racism and sexism, and Toni Morrison choosing it as the subject for her only play, Dreaming Emmett.<sup>42</sup>



The most elaborate African American response to Emmett Till was James Baldwin's 1964 play Blues for Mister Charlie. As Baldwin recognized, the special heinousness of the case came less from the self-evident miscarriage of justice or the gruesome publicity of the violence done Till (his mother demanded an open casket at his Chicago funeral, and photos of the disfigured corpse ran in Jet magazine) but rather from the cold-blooded display of southern defiance in the aftermath of the acquittal. In a famous 1957 interview conducted by William Bradford Huie for Look magazine, Till's murderers had freely admitted killing the boy and explained their actions in stereotypical terms. J. W. Milam argued that he and Roy Bryant had only intended to whip Till for his alleged insult to Bryant's wife and send him back to Chicago; but when Till purportedly bragged about his white girlfriends in the North, Milam did the only thing he could: "I counted pictures o' three white gals in his pocketbook before I burned it. What else could I do [but kill him]? No use lettin' him get no bigger!"<sup>43</sup> In reply to such white supremacist arrogance, Baldwin created not a cringing black victim but a smart-talking black man, born in the South but with a racial consciousness galvanized by life in the North, whose own brashness calls the white man's rhetorical bluff, mocking both the racist history of the Delta economy ("Coke! Me and my man been toting barges and lifting bales, that's right, we been slaving, and we need a little cool") and the white man's sexual anxiety ("The master race! You let me in that tired white chick's drawers, she'll know who's the master race!").<sup>44</sup> Baldwin, one might say, sought to provide a bridge from Bigger Thomas to Stokely Carmichael and Eldridge Cleaver, from the impotent rage of the pre-Brown years to the militant youth leadership, and increasing radicalism, of the Civil Rights movement when SNCC and Black Power came to the fore.

Despite fascinating, surreal elements of stagecraft, Baldwin's play labors to conceptualize either white racists or white liberals in provocative terms, as though Baldwin simply found their fear unfathomable. His spokesman for liberal outrage, the journalist Parnell James, is no more effectual than Harper Lee's B. B. Underwood, who bangs out frantic editorials on racial injustice but secretly despises blacks. In Blues for Mister Charlie, no Atticus Finch appears, and Richard, like Emmett Till, is murdered in cold blood. But African American characters speak at length and with passion in the play: Baldwin, like Cleaver, Moody, and others, found in Emmett Till a sufficient catalyst for his own reconstruction of the governing mythos of the white South, different in degree but not in kind from the governing mythos of white America.

But surely the most remarkable response to Till's death, from the perspective of the light it sheds on To Kill a Mockingbird, is Gwendolyn Brooks' sharp, strong refutation of the murder and its archive of white southern hatred in her poem "A Bronzeville Mother Loiters in Mississippi. Meanwhile, A Mississippi Mother Burns Bacon." Speaking from within the consciousness of one of the white killers' wives, Brooks imagines the growing revulsion the woman feels as the terror of her husband's act overtakes her. The illusion of his racial heroism shatters as she imagines Till's death even as her husband's bestial hands and lips clutch at her for satisfaction of his desire:

She heard no hoof-beat of the horse and saw no flash of the shining  
steel.

He pulled her face around to meet

His, and there it was, close close,

For the first time in all those days and nights.

His mouth, wet and red,

So very, very, very red,  
Closed over hers.

In the extended metaphor of the Fine Prince come to rescue his wife, the "milk-white maid," from the Dark Villain, Brooks rewrites a scene epitomized in Birth of the Nation but common to the racial rescue fantasies that made the Till travesty possible. Just as the mythology of heroism collapses into the truth of nightriders and the Klan, so the protection against rape collapses into the expression of rape, its blood-red desire suffocating the woman's screams but linking her irrevocably to Till's mother:

But his mouth would not go away and neither would the  
Decapitated exclamation points in that Other Woman's eyes.<sup>45</sup>

If it is generous to Carolyn Bryant (who displayed no such conscience or cross-racial sisterhood), Brooks's poem, published in the same year as To Kill a Mockingbird, gives us a further means to think of Scout Finch grown up, for Brooks' daring leap into a counter-racial and historical reality has no like parallel in the carefully circumscribed narrative of Scout Finch. That such various representations of African American self-assertion as those of Cleaver, Baldwin, and Brooks coexisted historically with To Kill a Mockingbird--but of course failed to reach even a fraction of Lee's vast audience--is a reminder that Atticus and Scout Finch may be less characters in a novel than the embodiment of the nation's profound, continuing, and frequently self-deluding need for racial salvation. If Harper Lee stops short of turning Tom's sacrifice into such a perfect agency for white redemption--as had Faulkner himself had done with the sacrifice of Joe Christmas in his own Scottsboro-era novel, Light in August--the



novel's desperate strategy of retrospection in effect stalls for time while black leaders capable of pushing beyond the spent forces of massive resistance and the liberal endgame of Atticus Finch came to the fore. As much as the farcial trial of Tom Robinson, of course, the conclusion of the novel also demonstrates that the law may be incapable of rendering justice. The lesson latent within Atticus's willingness to cover up Boo's part in the killing of Bob Ewell is that circumvention of the law, even violent civil disobedience, may be necessary in order to create even an approximation of justice--though it remains a real question at the end of Scout's narrative whether the way of life in Maycomb has changed at all.

Tom Robinson's disabled arm is his legal alibi, but it is also the author's alibi--in the one case useless but in the other, for that very reason, perfect. Atticus must not only speak for him but also appropriate into his own ethical heroism Tom's masculinity and dignity as a black man, his very identity, much as the book itself appropriates Tom's African American world to the ethical heroism of its white liberal argument. The reiterated moral of the novel--that to understand a person you must stand in his shoes or, better yet, "climb into his skin and walk around in it" (157, 218, 30)--is, in fact, called into question by its principal strategy of representation, which is in turn bound tightly to the limited, ventriloquized voice that African Americans are granted in the legal and customary world of the novel that belongs as much to 1950s America as it does to 1930s Alabama. Powell v. Alabama gave criminal defendents the right to legal representation as passionate and valuable as that afforded Tom Robinson by Atticus Finch. But in its very assault on states rights and, by implication, on the doctrine of segregation, Powell also underlined the fact that the triumph of white liberalism might not be the end of racism.

It was Harper Lee's fortune to write at a moment when white America was ready for fictive salvation--and the risk she took cost her widespread scorn in the South for betraying her region and its way of life--but it was also her fate to write at a moment when other voices were being heard--in boycotts and demonstrations, in demands for enforcement of the law--and when other options for literary representation of the struggle for black justice were readily apparent. Just as the reach of Atticus Finch's integrity is circumscribed by his admonition that moral action must respect the prejudices of "our friends" and ultimately abide by local ethics, so the novel's undeniable power is circumscribed by its own narrative strategies.

It is no mistake, perhaps, that the white children of To Kill a Mockingbird never grow up. In Scout's retrospective narration, they remain ever poised for the hypothesis of desegregation. With the promised land of the post-Brown world ever on the horizon, Scout and Jem are timeless inheritors of the liberal vision even as Atticus Finch is its timeless exponent. Yet in choosing to contain Tom's story--the story of the black South--within the carefully controlled narrative consciousness of Scout and the idealized grandeur of Atticus Finch, Lee subordinated lasting vision to a moral expediency that remains familiar enough in the late twentieth century. Locked into the paired narrative capacities of Atticus and Scout, Tom Robinson, and the social and historical African American world for which he stands, are left without a true voice in their own representation, living still, in every re-reading of the novel, under the South's death sentence and returning us to the admonition of James Baldwin in his essay on Faulkner and desegregation: "Any real change implies the breakup of the world as one has always known it, the loss of all that gave one an identity, the end of safety. . . . There is never a time in the future in which we will work out our salvation. The challenge is in the moment, the time is always now."<sup>46</sup>

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NOTES

- <sup>1</sup> James Carville, quoted in Garry Wills, "Clinton's Hell-Raiser," The New Yorker (October 12, 1992), 93; Zell Miller, quoted in Celestine Sibley, "Miller Unfurls a Call for Justice and Honor," Atlanta Constitution, January 13, 1993, B, 2.
- <sup>2</sup> James Farmer, Lay Bear the Heart: An Autobiography of the Civil Rights Movement (New York: New American Library, 1985), p. 14.
- <sup>3</sup> J. Thomas Heflin, quoted in Harvard Sitkoff, A New Deal for Blacks: The Emergence of Civil Rights as a National Issue (New York: Oxford University Press, 1978), p. 267.
- <sup>4</sup> W. J. Cash, The Mind of the South (1941; rpt. New York: Vintage, 1960), pp. 117-19; Lillian Smith, Killers of the Dream (rev. ed. New York: Norton, 1961), p. 87.
- <sup>5</sup> Tom Brady, "Black Monday," in The Eyes on the Prize Civil Rights Reader, ed. Clayborne Carson et al. (New York: Vintage Penguin, 1991), p. 93; David R. Goldfield, Black, White, and Southern: Race Relations and Southern Culture, 1940 to the Present (Baton Rouge: Louisiana State University Press, 1990), pp. 76, 87; Stephen J. Whitfield, A Death in the Delta: The Story of Emmett Till (Baltimore: Johns Hopkins University Press, 1988), pp. vii, 10.
- <sup>6</sup> Arthur Raper, The Tragedy of Lynching (Chapel Hill: University of North Carolina Press, 1933), pp. 59-65; but cf. Robin D. G. Kelley, Hammer and Hoe: Alabama Communists During the Great Depression (Chapel Hill: University of North Carolina Press, 1990), who identifies the man as Tom Robertson (p. 81).
- <sup>7</sup> Frank L. Owsley, "Scottsboro: Third Crusade; Sequel to Abolitionism and Reconstruction," American Review 1 (1933), 267.



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- <sup>8</sup> Langston Hughes, Scottsboro Limited: Four Poems and a Play in Verse (New York: Golden Stair, 1932), n.p. It is noteworthy that the two best novels "about" Scottsboro, To Kill a Mockingbird and Arna Bontemps's Black Thunder (1938), a historical novel centered on the Richmond, Virginia, slave uprising led by Gabriel Prosser in 1800, both for different reasons fail even to mention the case.
- <sup>9</sup> Lee, Harper. To Kill a Mockingbird (1960; rpt. New York: Warner Books, 1982), p. 5. Further citations will be included in the text.
- <sup>10</sup> Sitkoff, A New Deal for Blacks, pp. 102-215 *passim*; Morton Sosna, In Search of the Silent South: Southern Liberals and the Race Issue (New York: Columbia University Press, 1977), pp. 60-87.
- <sup>11</sup> Charles S. Johnson, Shadow of the Plantation (1934; rpt. Chicago: University of Chicago Press, 1969), p. 212.
- <sup>12</sup> Claudia Johnson, "The Secret Courts of Men's Hearts: Code and Law in Harper Lee's To Kill a Mockingbird," Studies in American Fiction 19 (Autumn 1991), 129-39.
- <sup>13</sup> Ralph McGill, The South and the Southerner (1963; rpt. Athens: University of Georgia Press, 1992), p. 244.
- <sup>14</sup> Brown v. Board of Education 347 U. S. 493 (1954).
- <sup>15</sup> McGill, The South and the Southerner, p. 245; Martin Luther King, Jr., A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr., ed. James M. Washington (San Francisco: Harper, 1986), pp. 219.
- <sup>16</sup> Brown v. Board of Education 347 U. S. 494, 492 (1954); Andrew Kull, The Color-Blind Constitution (Cambridge, Mass.: Harvard University Press, 1992), pp. 151-63; Richard Kluger, Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality (New York: Random House, 1975), pp. 700-714.

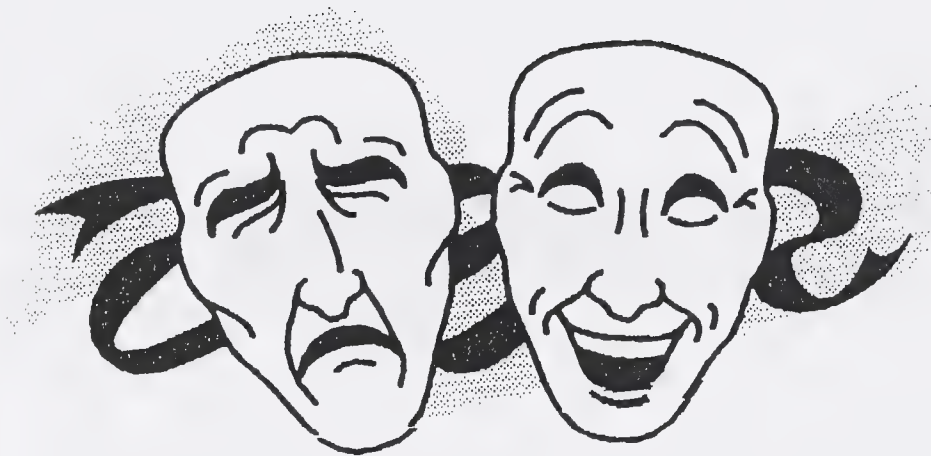
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- 17 Brown v. Board of Education 349 U. S. 300-301 (1955).
  - 18 King, A Testament of Hope, p. 218; Thurgood Marshall, in Eyes on the Prize, PBS Television-----.
  - 19 James Baldwin, The Fire Next Time (New York: Dell, 1964), pp. 138-40.
  - 20 See Thomas L. Schaffer, "The Moral Theology of Atticus Finch," University of Pittsburgh Law Review 42 (Winter 1981), 181-224; Timothy L. Hall, "Moral Character, the Practice of Law, and Legal Education," Mississippi Law Journal 60 (Winter 1990), 511-54.
  - 21 John Dollard, Caste and Class in a Southern Town (New Haven: Yale University Press, 1937), p. 359.
  - 22 This deflection of attention from the Klan is all the more striking in view of Lee's transparent use of the rise of Hitler and European anti-Semitism as an ironic counterpoint to southern racism and the hypocrisy of American "DEMOCRACY" (244-47). In the 1930s, despite black attempts to exploit parallels between racism and fascism, the white South routinely suppressed the comparison and any conscious recognition of the banality of their own evil. See Johnpeter Horst Grill and Robert L. Jenkins, "The Nazis and the American South in the 1930s: A Mirror Image?" Journal of Southern History 58 (November 1992), 667-94.
  - 23 Quentin Reynolds, Courtroom: The Story of Samuel S. Leibowitz (New York: Farrar, Straus, 1950), p. 275.
  - 24 Dan T. Carter, Scottsboro: A Tragedy of the American South (rev. ed. Chapel Hill, N. C., 1991), p. 244; Allan K. Chalmers, They Shall Be Free (New York: Doubleday, 1951), p. 51.
  - 25 Carter, Scottsboro, p. 235.
  - 26 Daily Worker quoted in Sitkoff, A New Deal for Blacks, p. 225.

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- 27 Francis A. Allen, "The Supreme Court and State Criminal Justice," 4 Wayne Law Review (1958), 192-95; William Beaney, The Right to Counsel in American Courts (Ann Arbor: University of Michigan Press, 1955), pp. 151-57; Anthony Lewis, Gideon's Trumpet (1964; rpt. New York: Vintage Books, 1989), pp. 112-13, 197-20; David Fellman, The Defendant's Rights Today (Madison: University of Wisconsin Press, 1976), pp. 211-12.
- 28 Norris v. Alabama, 294 U. S. 587 (1935); Carter, Scottsboro, pp. 322-24; Sitkoff, A New Deal for Blacks, pp. 227-28.
- 29 Haywood Patterson and Earl Conrad, Scottsboro Boy (New York: Doubleday, 1950), p. 37; Carter, Scottsboro, p. 324.
- 30 Powell v. Alabama, 287 U. S. 49 (1932).
- 31 Jessie Ames quoted in Sosna, In Search of the Silent South, p. 36.
- 32 Carter, Scottsboro, pp. 81, 205.
- 33 Carter, Scottsboro, pp. 344-45.
- 34 Kelley, Hammer and Hoe, p. 79.
- 35 Weems v. State, 224 Alabama Reports 526, 528, 536, 551 (1932).
- 36 Reynolds, Courtroom, pp. 283-84; Carter, Scottsboro, p. 346.
- 37 Carter, Scottsboro, pp. 45-46, 221-22; Powell v. Alabama, 287 U. S. 52, 58, 69, 71 (1932).
- 38 William Faulkner, Lion in the Garden: Interviews with William Faulkner, ed. James B. Meriwether and Michael Millgate (Lincoln: University of Nebraska Press, 1968), p. 254.
- 39 Theodore Rosengarten, All God's Dangers: The Life of Nate Shaw (New York: Random House, 1974), p. 340.
- 40 Eldridge Cleaver, Soul on Ice (New York: McGraw-Hill, 1968), pp. 11-14.



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- 41 Anne Moody, Coming of Age in Mississippi (New York: Dell, 1968), pp. 129, 187; Whitfield, A Death in the Delta, pp. 58-9, 85-126.
- 42 Whitfield, A Death in the Delta, pp. 110-15.
- 43 William Bradford Huie, "What's Happened to Emmett Till's Killers?" Look 21 (January 22, 1957), p. 64. See also Whitfield, A Death in the Delta, pp. 33-69; William M. Simpson, "Reflections on a Murder: The Emmett Till Case," in Southern Miscellany, ed. Frank Allen Dennis (-----), 177-200.
- 44 James Baldwin, Blues for Mister Charlie (New York: Dell, 1964), pp. 98, 102.
- 45 Gwendolyn Brooks, "A Bronzeville Mother Loiters in Mississippi. Meanwhile, A Mississippi Mother Burns Bacon," Selected Poems-----
- 46 James Baldwin, "Faulkner and Desegregation"

*The Shawl  
&  
Dark Pony*



# **The Shawl**

by David Mamet

**John.....Sean Williams**

**Charles.....Mike Liss**

**Miss A.....Susan  
Hawley-Dicovitsky**

**Within a single thing, a single shawl  
Wrapped tightly around us, since we are poor, a warmth,  
A light, a power, the miraculous influence.**

**-Wallace Stevens**



# **Dark Pony**

by David Mamet

**Father.....Sean Williams**

**Daughter.....Susan  
Hawley-Dicovitsky**

**The action takes place in a car.**

**For my father because he took  
the long way home.**

## **Production Staff**

**Director.....Ashley Gates**

**Stage Manager....Anne -Marie Pelletier**

**Lighting Design.....Sheila Roche**

**Costume Design.....Amy Barta**

**Stage Crew.....Kathy Micati**

**Scenic Consultant.....John Pomeroy**

**Advisor.....David Keith**

**Production Coordinator.....Walter  
Boswell**

**Thanks to Jim Dougherty,  
Drayton Foltz and Susan Terrano  
and special thanks to Alan MacVey.**

The Bread Loaf School of English

*presents*

# AS YOU LIKE IT

by

William Shakespeare

Thursday, Friday, Saturday, Sunday

July 28, 29, 30, 31,  
1994

Burgess Meredith Little Theater

8:30 p.m.



## CAST

Duke Senior.....	Brian McEleney+
Duke Frederick.....	Barry Press+
Amiens.....	David Perry
Jaques.....	David Keith+
LeBeau.....	Brian McEleney+
Oliver.....	Dan Robb
Jacques de Boys.....	John Elder
Orlando.....	Jonathan Fried+
Adam.....	Stephen Berenson+
Charles the Wrestler.....	Steve Mentz
Touchstone.....	Bruce Vieira*
Sir Oliver Martext.....	Stephen Berenson+
Corin.....	Barry Press+
Silvius.....	Joe Breakey
William.....	Stephen Berenson+
Hymen.....	Barry Press+
Rosalind.....	Kristine Nielsen+
Celia.....	Cindy Rosenthal+
Phebe.....	Anne Scurria+
Audrey.....	Deb Peterson
Attendants on Duke Frederick.....	Jordan Adair, Sean Brennan,
Attendants on Duke Senior.....	Lud Baldwin, Shawna Boll, Beth Harris, Lauren Johnson, Charlotte Pomeroy, Patty Phaneuf, Steve Rexford, Twila Schneiders, Leslie Walker, John Woodworth
Pages to Duke Senior.....	Michaela McSweeney, Joy MacVey, Star Wallin
Musicians.....	Piano: Mark Wright; Fiddle: Patrick Wood; Guitars: David Perry, Steve Rexford; Banjo: Peter Cogan

Music composed by Alan MacVey and Gary Levinson.

Recorded music arranged by Scott Smith.

\*Members of the Bread Loaf Acting Ensemble.

+Ensemble Members who appear courtesy of Actor's Equity.

Act I runs 1 hour 10 minutes

Act II runs 1 hour 40 minutes

There will be one 10 minute intermission

THE ACTING ENSEMBLE was founded at Princeton University in 1977 by Daniel Seltzer and Alan Mokler MacVey. After three years it was discontinued but was reestablished at Bread Loaf in 1986. The idea behind it is simple: professional actors can be a valuable resource to a university community. Members of the Ensemble bring their talents to classes in literature, poetry, writing and theater. They help faculty and students explore texts by finding the specific voices inherent in any piece of literature. They lead improvisations, work one-on-one with students, and assist small groups that are developing dramatic material. They also do their own work as artists by presenting a major production.

STEPHEN BERENSON is an actor, director, playwright and teacher. He is a member of the Trinity Rep Acting Company and co-director of the Trinity Rep Conservatory in Providence, Rhode Island. This is his eighth summer at Bread Loaf.

WALTER C. BOSWELL this year celebrates his sixteenth summer as scenic and lighting designer for Bread Loaf Theater. Walter lives in Cleveland, Ohio where he works in educational theater and as a freelance designer.

BILL CLARKE, a freelance set and costume designer based in New York, designed the world premiere of *A Walk in the Woods* at the Yale Repertory, subsequent productions in La Jolla, on Broadway, in Moscow, and on television. He also designed Ann Magnuson's *You Could Be Home Now* at the New York Shakespeare Festival. He often works regionally in Seattle, Denver, Cambridge and many other cities. He is a graduate of the Yale School of Drama.

JONATHAN FRIED is delighted to return to Bread Loaf, where from 1987-89 he performed in *MacBeth*, *Red Noses* and *Merchant of Venice*. Since then, he has been a member of the Trinity Repertory and American Repertory Theater Companies, and has performed with The New York Shakespeare Festival, Actor's Theater of Louisville and Center Stage. For MC.

WARREN DAVID KEITH returns for his third summer at Bread Loaf having previously been seen in *Red Noses* and *Uncle Vanya*. He has appeared in regional theater throughout the country, on film and Television. He is on the faculty for the New School for Social Research in New York City where he lives with his wife, Melissa and son, Owen.

ALAN MOKLER MACVEY has taught at Bread Loaf since 1976. Of his seventeen Bread Loaf theater productions, eight have been by Shakespeare. During the year he is Chair of the Theater Arts Department at The University of Iowa.

BRIAN McEENEY is a member of the acting company at Trinity Rep in Providence, Rhode Island where he most recently played Malvolio in *Twelfth Night*, the role which first brought him to Bread Loaf in 1984. He is co-director of the Trinity Rep Conservatory, a two-year professional training program for actors, directors and playwrights.

KRISTINE NIELSEN lives and performs in New York City. She has appeared on Broadway, Off-Broadway, Off-off-Broadway, regional theater in Toronto, London, and Edinburgh, on various soaps, episodic television and HBO's *Tales From the Crypt*. She hopes this all continues.

BARRY PRESS has been an active professional actor/director for the past twenty years. As a theater performer, Barry has been seen Off-Broadway and at Merrimack, Trinity, Seattle and Yale Repertory Theaters among others, throughout the country. His teaching work has taken him from Alaska to Florida. This is Barry's eleventh year at Bread Loaf and in the Acting Ensemble, Mr. Press is a graduate of the Yale School of Drama.

CINDY ROSENTHAL is enjoying her seventh summer as a member of the Bread Loaf Acting Ensemble. She lives in New York City where she works as an actor, director and teacher. She is currently completing a PhD in Performance Studies at New York University.

ANNE SCURRIA has been a member of the Bread Loaf Ensemble since 1987. Her roles have included Lady MacBeth, Goneril and Susan B. Anthony in *The Mother of Us All*. She lives in Providence, Rhode Island where she is a member of the Trinity Repertory Company and where she teaches at The Trinity Conservatory.

BRUCE VIEIRA, originally from California, has trained at Circle in the Square in New York City and at the University of Iowa. He is a founding member of the Public Trust Theater Company and the Pantechnicon Artworks Group in Chicago where he presently acts and directs. Bruce wishes to dedicate his performance to Carol MacVey.



## THEATER STAFF

Director.....Alan MacVey  
 Scenic & Lighting Designer.....Walter Clay Boswell  
 Costume Designer.....Bill Clarke  
 Production Stage Manager.....Suzanne Keith Colón  
 Assistant Stage Manager.....June Trask Farkas

Technical Director.....John Pomeroy  
Properties Master/ Assistant to the Set Designer.....Drayton Foltz  
Master Electrician.....Susan Terrano  
Shop Foreman/Sound Operator.....James P. Dougherty  
Carpenters.....Sheila Roche

Patrick Ziselberger

Theater Assistants.....Keith Kelly  
Martha Sutro  
Rafael Stepto  
Luke Fleming

Costume Shop Manager.....Jenny C. Fulton  
Head Draper.....Gail A. Buckley  
First Hand.....Alexandra A. Sargent  
Stitchers.....Stefanie Ayers Cravedi  
Ann-Marie Pelletier

Theater Manager.....Teri West'

The costume shop wishes to thank members of the Bread Loaf community who volunteered their time and skills: Sandy LeGault, Chuck E. Foltz, Deb Peterson and Ace Flower Makers: Lillie, Sara and Meredith Reeves, Leah Stavish and Lesley Gooche.

## Dedication

Seventy-five years ago The Bread Loaf School of English celebrated the end of its first session with a performance of a play. The production was presented on the lawn west of the present theater, using (the story goes) automobile headlights for illumination. Tonight's performance is dedicated to all those who have gone before us, onstage and behind the scenes, who have brought theater to this mountain campus. It is also dedicated to the Bread Loaf audience, the best in the world.

## ACKNOWLEDGEMENTS

American Repertory Theater  
Shawna Boll & The Madrigalists  
The Friendly Folk at the Front Desk  
Elaine Hall & Marilyn Delaney  
Leo Hotte & His Crew  
Lynn Jeffery  
Tanya Lee  
Jeff Sindler  
Pittsburgh Public Theater  
Woody, Steve & Mark  
The Members of the NEH Class  
Allison Rimmer  
BJ's Farm Supply  
Karen Marks  
Cindy Lee  
Linda Adams  
The Crumb

**CORRESPONDENCE - OXFORD**



## ADMINISTRATION

### Director

Donadio, Stephen, Middlebury College

### Assistants

Baier, Andrea, 110 Woodbury Road, Watertown CT 06795

McKibben, Stephen, 110 Woodbury Road, Watertown CT 06795

### Faculty

Bradshaw, David, Worcester College; University of Oxford

Burgess, Tony, Institute of Education, University of London

Cunningham, Valentine, Corpus Christi College, Oxford; Oxford University

Donadio, Stephen, Middlebury College

Gray, Douglas, University of Oxford

Johnson, Jeri, Exeter College; Oxford University

Kay, Dennis, Lincoln College; University of Oxford

Smallwood, Robert, The Shakespeare Birthplace Trust; University of Birmingham

Wilders, John, Middlebury College; Emeritus Worcester College, Oxford

Wood, Nigel, University of Birmingham

Young, Robert, Wadham College, Oxford; University of Oxford



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

9 March 1994

Dear Bread Loaf/Oxford Student:

This is a first effort to help you make your travel plans for your summer at Lincoln College, Oxford. An additional letter full of useful details will be sent to you in May.

You should secure a valid passport at once, a task that can take several weeks. You can obtain a passport application from your travel agent or town clerk. If you already have a passport, make sure it is valid past the date of your planned return to the U.S.

You should make your flight reservations as soon as possible, if you haven't already. Be sure to shop around if you can; there is a wide range of rates and plans. If you are departing directly from the States, please let me know the following: 1) date of departure; 2) point of departure from the U.S.; 3) airline and flight number; 4) time of departure and arrival. This information will assist the Bread Loaf/Oxford staff if you don't turn up when you're expected.

Plan to arrive in Oxford no later than Monday, July 4, so that you can at least begin to get over jet-lag by Registration Day at Lincoln on July 5. Some seminars last year began meeting as early as Tuesday. Lunch at 1:00 p.m. on Monday is the first meal served. Your room will be available at Lincoln on July 4. If you have trouble booking lodging at Oxford before then, write to Miss Joy Makin, Bursary Administrator, Lincoln College, Oxford OX1 3DR, United Kingdom. A good bet at Oxford for room and board that's not too expensive is the Walton Guest House, 169 Walton Street, Oxford (011-44-865-52137).

Tutorials conclude by Friday, August 12, but you're welcome to stay for the final Banquet and Commencement on Saturday evening, August 13; there is always a memorable ceremony for the graduates. You should plan to leave Lincoln by Sunday morning, August 14, but you can make reservations during the summer to stay on at the Mitre, a bed-and-breakfast hotel run by Lincoln across the street from the College. Rates are L15.15 a day for bed and breakfast. You will not be able to stay on in your room at Lincoln.

Most flights to London from the States leave either early in the morning or late at night. Because of the five-hour time differential from the East Coast, night flights usually arrive in London early the next morning so that you will have no trouble making direct connections to Oxford. Early morning departures, on the other hand, arrive in London around 10:00 p.m., too late to make connections to Oxford. If you arrive in London at night, hotel accommodations are highly desirable, even essential, but expensive. Details on how to proceed to Oxford from Heathrow and Gatwick airports will be sent out in my next letter. Beware of standby air tickets or charter flights, which may encounter delays or rerouting to Stansted in Essex (involving a long and complicated trip to Oxford). Be sure to have a reservation for your return flight.

On the typewriter/computer front, the most important thing for you to know is that Oxford tutors do not insist that you type your papers, so you may elect to spend the summer

writing everything in longhand if you wish. There will be limited availability of computers at Lincoln College itself. There have been difficulties in the past with our gaining sufficient access to these computers, and I am working right now to try to ensure better availability; I will let you know of our progress on this front in the May letter. Typewriters and computers can, of course, be rented in Oxford, but they are expensive. If you wish to transport your own computer, remember that all electrical equipment must be fitted with an adapter (purchased here since they are not generally available in Oxford). For information on the reliability of adapters, I must refer you to whatever academic or commercial computer experts you can find.

Airlines allow two suitcases--any weight--and one piece of carry-on luggage. If you plan to ship anything ahead, you should know that surface shipping takes at least two months and that air freight is expensive. If you must send ahead, please address the label as follows:

(Your name)  
Bread Loaf School of English  
Lincoln College  
Oxford OX1 3DR  
United Kingdom

HOLD FOR ARRIVAL: July 4

Neither Middlebury nor Lincoln College can assume any responsibility for items lost either in transit or after arrival at Lincoln College.

Under the United Kingdom's medical program, you must have American medical insurance to cover pre-existing problems. National Health will, at the discretion of our Oxford doctor, meet expenses of emergencies encountered during the summer. Expenses of hospitalization are paid by National Health under normal circumstances. Be sure to bring your medical insurance forms for claiming expenses under your own medical insurance plan in order to expedite payment to our Oxford doctors, should you need their services.

You can purchase your books at Blackwell's, one of the world's greatest bookstores, or at several fine paperback bookstores, all just a few blocks away from Lincoln on Broad Street. You should, however, read as many of the texts as possible prior to the session. Books published in the U.S., although cumbersome to carry over, are usually less expensive. (Consult the course-listings in the Bread Loaf bulletin for information on books; occasionally a professor recommends your purchasing an American edition not available in the U.K.). Students in Professor Donadio's course should purchase their books here and take with them, as they probably will not be available in the United Kingdom.

Every year, in revising this letter, I dislike its tone of legalisms and warnings, which make the trip to Oxford sound like a dangerous and harrowing ordeal. In fact, as hundreds of old Bread Loaf students can tell you, the trip and the entire summer session are usually wonderful, unforgettable experiences. I hope and trust that your own trip and summer will be wonderful and unforgettable; I'll be sending you more information in May, and I look forward to seeing you at Lincoln in July.

Best wishes,



James H. Maddox  
Director

JHM/elh





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

9 May 1994

Dear Bread Loaf Student at Lincoln College:

I am sending along the last set of details for your trip to Oxford. I hope that this information will make your trip easier and your arrival at Lincoln more pleasant.

There are several important, specific instructions in this letter, so please read it carefully, and at your earliest convenience. There are also several enclosures for you to glance over, respond to, and digest before the summer begins.

Your bill has been mailed to you. It is due and payable upon receipt, prior to your leaving for Oxford. Bills not paid by the deadline given by Middlebury College will be charged a late fee.

For those of you receiving a Stafford Loan, you should be aware that loans will not be disbursed as one lump sum. Payment will be divided into two segments: one at the beginning of the session and one during the middle of the session. Since the session is so short, it can be difficult to get these checks back and forth from the United States quickly, so you should not count on these funds for living expenses.

It is perhaps best to take your money in traveler's checks (American Express, Barclay, Visa) in pounds; banks charge 55-75 p. or more for an international exchange transaction. If this transaction fee is not of concern to you, traveler's checks in dollars are fine. (Traveler's checks in pounds eliminate the uncertainty of currency fluctuations; the dollar may rise or fall in value, relative to the pound, while you are in Oxford.)

We believe that the most widely accepted American credit card in the United Kingdom is Visa.

Be sure to convert enough money into British currency at the airport (at the latest) to get you through the first weekend.

There isn't time sufficient to open summer checking accounts at Oxford; even a certified cashier's check will take two weeks to clear. Personal checks (yours, or those made out to you) are uncashable. You should probably take about \$1,200, or the equivalent in pounds, in traveler's checks for spending money while at Lincoln. Students in the Page and Stage course should expect to spend another \$450 on tickets. Seniors will also encounter some graduation-week extras including, but not limited to, a token fee for the rental of the hoods which are a part of the graduation ceremony.

In some of the following information, the phrasing assumes that you will be in Lincoln College's lodgings, right at the College. We don't mean to ignore the Bread Loaf students living with their families in Museum Road.

Following are the instructions for arrival at Heathrow Airport (commercial flights: Concourse C):

1. Go through Immigration, present passport, explain nature and length of stay.
2. Collect luggage downstairs.
3. If you have nothing to declare (hardly anyone ever does), go through customs exit, green aisle.
4. If you still have no British currency, get dollars converted to pounds at the Barclay's Exchange, near the customs exit.
5. You can take a direct bus to Oxford from Heathrow and Gatwick (X70). Joy Makin and Dennis Kay of Lincoln College strongly recommend the bus. There is frequent service, and it's cheaper than other means of transportation. A round-trip ticket is a better deal, and will get you back to the airport at the end of the session.
6. Or you can buy a British Rail (Air-Rail link) ticket to Oxford at the window next to Barclay's. Follow coach signs outside and get the Brit Rail coach (bus) direct to Reading Station. Board express train north to Oxford. Outside Oxford station, get a cab to Lincoln College (tip 20%). At the main entrance to Lincoln (the Porter's Lodge), give your name to the Porter, who will give you your room assignment.
7. You will be met by a Bread Loaf Green Ribbon Greeter.
8. Get over jet lag.

And here are the Instructions for arrival at Gatwick Airport (charter flights):

1. After you go through Immigration and pick up your luggage, you can get to Oxford by bus (a 2-hour trip) or a bus-train link. There are two direct trains per day via Reading. There are many more trains with a change at Reading.
2. You can get a convenient direct bus to Gloucester Green, Oxford, a ten-minute walk or short taxi ride to Lincoln.
3. There is also a train from Gatwick to Victoria Station, London. At Victoria Station, take the Circle Line Underground (subway) west to Paddington Station. Get express to Oxford (1 hour). Or you can catch the X190 bus from Victoria Coach Station to Oxford.

Lincoln College cannot accommodate early arrivals (before July 4); nor will the Mitre Inn (near Lincoln) be available. So if you plan to arrive early you must make your own arrangements with hotels or guest houses. The medium-priced guest houses in the attached description have been recommended by Bread Loaf students and by Joy Makin, Bursary Administrator of Lincoln College.

Please send us your expected time of arrival, if you haven't already, so that we can give Joy Makin an accurate meal count. Lunch is at 1:00 and dinner at 7:00. You will be expected to sign up for one of the regular meal plans (meat, vegetarian, or fish and fowl).

Your room at Lincoln will be ready on Monday, July 4. There are shared bathrooms in most entries. Most bedrooms have hot water. Some rooms are outside the College itself, directly across the Turl (a medieval street not as wide as the road to the Barn at Bread Loaf). Some Bread Loaf students will be lodged there, since it is not possible to accommodate all Bread Loaf students in rooms within the College.

Registration Day is Tuesday, July 5. You will need to register in the Bread Loaf office (Staircase VIII) after taking your luggage to your room. After registration you can spend the day going to Blackwell's (the great bookstore, not far from Lincoln), checking out the location of the tutor's College where your seminar will be held (many of your first seminars will be held on Tuesday, July 5), or simply--and pleasurably--getting acquainted with Oxford. Stephen Donadio will be in the Bread Loaf office during the day for registration and will have maps of Oxford for you. He will be assisted by Andrea Baier and Steve McKibben, the two Assistants to the Director in residence at Lincoln, who are ready and willing to help you adjust to Oxford, socially and academically.



Dennis Kay will take you over in groups to sign in at the Bodleian Library. Your 20 pound fee for the use of the Bodleian has been included in your Oxford comprehensive fee. The Bodleian will require passport-sized photographs for identification cards. Since these photographs need to be sent ahead of time, we must have them by **June 10**. Please note that a failure to provide us with the photos may result in a delay in your getting your card; this could have a serious impact upon your class-work.

There will be an introductory meeting on Registration Day at 5:00 in the Oakeshott Room and a reception at 6:15 in the Beckington Room before dinner at 7:00. A short ceremony of welcome will follow afterwards in Hall.

In the Oxford system, you will be expected to read your papers before your seminar group or in tutorial. Do try to get as much reading done in advance as you possibly can. You'll then be happier in July, since substantial secondary reading will be assigned.

Your mailing address for the summer will be:

(your name)  
Bread Loaf School of English  
Lincoln College  
Oxford OX1 3DR  
United Kingdom

The main phone at the Porter's Lodge of Lincoln College can be direct-dialed from the States: 011-44-865-279800, (for person-to-person calls from the States: 01-44-865-279800). If necessary, the Porter will take an incoming message and leave it on the Bread Loaf bulletin board outside the Porter's Lodge. Should you need to arrange to receive international calls between 1:45 and 2:45 p.m., Oxford time, the Bread Loaf office phone at Lincoln is: 011-44-865-279819.

Casual clothes are fine for travel and daily wear (corduroys, slacks, jeans, shorts, shirts, sweaters, informal dresses, skirts and blouses). One or two dressy outfits for our more formal evenings, opening night, our evenings in Stratford and London, and Commencement would be appropriate. Don't forget your raincoat. It's probably safe to underpack; there is a wide variety of stores in Oxford if you forget anything. Good walking shoes are a must.

The Lincoln doctors (McPherson, Fowler, McLennon and Lloyd) do not treat visiting students on the National Health Service. There are reasonable rates for an office consultation (a minimum of 10 pounds) or for a visit in College (a minimum of 15 pounds in daytime; a minimum of 20 pounds between 11 p.m. and 8 a.m.).

Lincoln has washers and driers for your use. The College provides blankets, linens and towels, but not face cloths.

There will be modest computer facilities available for Bread Loaf students in Lincoln College: we anticipate that two or three IBMs and two Macs will be available, along with a laser printer and a dot-matrix printer. If you wish to bring your own laptop with you, I advise that you consult closely with a computer specialist about the purchase--and the reliability--of a convertor, necessary to adapt your machine to European electrical current. Maybe most to the point: remember that your papers may be handwritten at Oxford, so that computers are less of a necessity than they are in Vermont or in Santa Fe.

Please note: If you plan to bring a laptop computer, please be sure to keep a record of the model and serial identification number, and be sure to secure a travel insurance policy to cover it and any other valuable items (e.g., cameras, portable stereo players (with headphones), etc. You will also need to keep a separate record of your passport number and place of issue, and of the numbers and expiration dates of each of your credit card accounts.



Lincoln has squash courts and tennis courts; bring your own squash and tennis rackets if you want to play. These courts are not always available, but other tennis courts in the City are available for about 5 pounds for 6 weeks. There is a 20-minute walk to the courts. Bicycles may be hired on a daily or weekly basis, and the Bread Loaf program has one or two available gratis for a day at a time.

For general information on Oxford and Great Britain, Bread Loaf students recommend a good student guide like **Let's Go**. You will be given a map of Oxford and a copy of **Vade Mecum**, a handy guide around Oxford.

Radios or stereos will not be allowed in the Lincoln College rooms.

The weather is at least as unpredictable as Vermont's. Days can be warm (80 degrees), although the average Oxford temperature in July is 60. It does rain in Oxford, even on sunny days.

Oxford is five hours ahead of Eastern Daylight time. Daylight lasts until 9:30 p.m. or so.

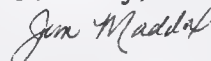
Student guests can be accommodated at meals in Hall if responsible warning is given at the Bread Loaf office. You will be asked to sign up and to purchase a meal chit the day before. If you plan to have overnight guests, make reservations for them to stay in the Mitre, a nice bed-and-breakfast hotel across the Turl from Lincoln and operated under the auspices of Lincoln. If you'd like to stay in Oxford after Bread Loaf closes, you can book a room at the Mitre. During the summer your guests can be accommodated there for 15.15 pounds per diem for bed and Continental breakfast. The cost for meals for your guests in Hall will be 3.30 pounds for English breakfast, 5.20 pounds for lunch and 8.00 pounds for dinner.

Please note that your guests are not permitted to reside in College. Violations of Lincoln's regulations could create an embarrassing hassle for the School, but especially for you. You will be billed by the College and your guest will be asked to leave. We are guests of Lincoln College and are expected to abide by the rules of Lincoln College. (Sorry to bear down so hard on this point: it's important.)

The entire School will make picnic excursions to the Main House in Stratford-upon-Avon to see **Henry V** on July 11th and to the Barbican in London to see **The Merchant of Venice** on July 27th. Tickets have been purchased for you.

I hope that this letter answers all of your outstanding questions. I hope as well that the trip will not be an anxious one (despite all of this letter's concentration upon rules and cautions), because the summer holds every promise of being a wonderful one: Oxford, after all, is Oxford. I look forward to seeing you there myself in July.

Cordially,



James Maddox  
Director

JHM/elh

Guest Houses  
(Bed and Breakfast)

Acorn Guest House  
260 Iffley Road  
Oxford OX4 1SE  
United Kingdom  
Phone: 865-247998

Combermere House  
11 Polstead Road  
Oxford OX2 6TW  
United Kingdom  
Phone: 865-56971

Mr./Mrs. K. M. Flanakin  
103 & 105 Woodstock Road  
Oxford  
United Kingdom

Old Parsonage Hotel  
3 Banbury Road  
Oxford  
United Kingdom

Mulberry Guest House  
265 London Road  
Headington  
Oxford OX3 9EH  
United Kingdom  
Phone: 865-67114

Portland House  
338 Banbury Road  
Oxford OX2 7PR  
United Kingdom  
Phone: 865-52076

The Ridings  
280 Abingdon Road  
Oxford OX1 4TA  
United Kingdom  
Phone: 865-248364

Lakeside Guest House  
118 Abingdon Road  
Oxford OX1 4PZ  
United Kingdom  
Phone: 865-244725

Norham Guest House  
16 Norham Road  
Oxford OX2 6SF  
United Kingdom  
Phone: 865-515352

Walton Guest House  
169 Walton Street  
Oxford  
United Kingdom  
Phone: 865-52137

# Bread Loaf School of English

Return to Bread Loaf Office  
Sunderland 220  
by **JUNE 10**

Name \_\_\_\_\_

LAST

FIRST

Date of Birth: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Tel: (\_\_\_\_) \_\_\_\_\_

S.S. # \_\_\_\_\_

## HEALTH FORM

INSTRUCTIONS: This form must be completed, signed, and submitted in order for you to attend Middlebury College. The information will be held in confidence as part of your health records at the College. Contents of your health file will not jeopardize your admission to Middlebury College. *It is in your interest that your health records be complete.* Please attach additional sheets if necessary.

Please return the completed forms to the address above. Thank you for your cooperation.

### PERSONAL HEALTH HISTORY

Have you ever had or have you now: (Please check and describe at right of each item)

	YES	NO	YEAR	COMMENTS		YES	NO	YEAR	COMMENTS
Migraine					Jaundice or hepatitis				
Frequent or severe headache					Rectal disease				
Fainting spells					Kidney or bladder infection				
Concussion or severe head injury					Kidney stone				
Head or neck x-rays or radiation treatments					Albumin or blood in urine				
Sinusitis					Mother used D.E.S. during pregnancy with you				
Hearing loss					Abnormal pap smear				
Other ear, nose & throat trouble					Fibrocystic breasts				
Eye trouble other than for glasses					Bone, joint, or other deformity				
Asthma					Shoulder dislocation				
Cigarette or other tobacco use					Knee problems				
Pneumonia					Recurrent back pain				
Chronic Cough					Neck and/or back injury				
Tumor or Cancer					Broken bones				
High blood pressure					Swollen or painful joints				
Rheumatic fever					Arthritis, rheumatism or bursitis				
Heart Trouble					Paralysis				
Tuberculosis or positive TB test					Diabetes or sugar in urine				
Pain or pressure in chest					Thyroid trouble				
Lyme Disease					Skin disease				
Congenital heart disease					Pilonidal cyst				
Mitral valve prolapse					Epilepsy or seizure disorder				
Elevated cholesterol					Malaria				
Blood disorders					Mononucleosis				
Anemia					Learning disability				
Shortness of breath					Obesity				
Severe or recurrent abdominal pain					Positive HIV Antibody test/AIDS				
Hernia					Vegetarian				
Ulcer (duodenal or stomach)					Chronic Fatigue Syndrome				
Irritable bowel syndrome					Eating disorder				
Inflammatory bowel					Problems with alcohol or drug use				
Lactose intolerance					Serious depression				
Self-induced vomiting					Excessive worry or anxiety				
Gall bladder trouble or gallstones					Sexually transmitted diseases				



Please check each item "YES" or "NO."  
For every item checked "YES," please explain fully in blank space on right

YES	NO	Have you ever experienced adverse reactions (hypersensitivity, allergies, upset stomach, rash, hives, etc.) to:	If yes, please explain fully: type of reaction, your age when the reaction occurred, and how often the experience has occurred.)
<input type="checkbox"/>	<input type="checkbox"/>	Penicillin	_____
<input type="checkbox"/>	<input type="checkbox"/>	Sulfa	_____
<input type="checkbox"/>	<input type="checkbox"/>	Other antibiotics (Name: _____)	_____
<input type="checkbox"/>	<input type="checkbox"/>	Aspirin	_____
<input type="checkbox"/>	<input type="checkbox"/>	Codeine	_____
<input type="checkbox"/>	<input type="checkbox"/>	Other pain relievers (Name: _____)	_____
<input type="checkbox"/>	<input type="checkbox"/>	Horse serum	_____
<input type="checkbox"/>	<input type="checkbox"/>	Local anesthetics	_____
<input type="checkbox"/>	<input type="checkbox"/>	Other drugs, medicines, chemicals (Name: _____)	_____

YES	NO	Are you allergic to:	
<input type="checkbox"/>	<input type="checkbox"/>	Foods (please list) _____	Name of allergist: _____
<input type="checkbox"/>	<input type="checkbox"/>	Stinging insects (please specify) _____	Address: _____
<input type="checkbox"/>	<input type="checkbox"/>	Molds, pollen _____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Animals (please specify) _____	Telephone: (     ) _____
<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify) _____	Date series begun: _____
<input type="checkbox"/>	<input type="checkbox"/>	Do you receive allergy desensitization injections?	Please describe any adverse reactions to these injections:
<input type="checkbox"/>	<input type="checkbox"/>	Do you wish to continue allergy desensitization injections at Middlebury College Health Center? If so, please supply the information in the right-hand column.	_____
			_____
			_____
			_____

—Please bring your serum with you, along with complete directions and a schedule for the injections—

YES	NO	Do you use medicine regularly? Please list any drugs, medicines, chemicals, vitamins and minerals (both prescription and non-prescription) you use and indicate how often you use them. We recommend that you bring what you anticipate needing.
<input type="checkbox"/>	<input type="checkbox"/>	(Name) _____
		(Name) _____
		(Name) _____

Please indicate year for any of the following childhood illnesses you have experienced:

Chickenpox \_\_\_\_\_ Measles \_\_\_\_\_ Rubella (German Measles) \_\_\_\_\_  
Diphtheria \_\_\_\_\_ Mumps \_\_\_\_\_ Scarlet Fever \_\_\_\_\_

YES NO

☐ ☐

Have you ever had any problems for which you have received counseling or psychotherapy? If so, please describe.

---



---



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YES NO

☐ ☐

Have you ever been a patient in any type of hospital? (If yes, specify when, where and diagnosis.)

---



---

YES NO

☐ ☐

Have you had any operations? (If yes, please describe and give year in which they were performed.)

---



---

YES NO

☐ ☐

Have you ever had any serious illnesses or injuries other than those already noted? (If yes, specify when and where and give details.)

---



---



---

YES NO

☐ ☐

Do you use corrective eyewear?

Please copy your prescription(s) here:

Eyeglasses: prescription:

---

Contact lenses: prescription:

---

Note: We recommend that you bring an extra pair.

Has any blood relative of yours had any of the following?

Diabetes

High blood pressure

Stroke

Cancer (Type: \_\_\_\_\_)

Heart attack before age 55

Cholesterol or blood fat disorder

Alcoholism

Sickle cell anemia

Glaucoma

YES NO RELATIONSHIP


Depression

Other serious illness (specify):

---

If either parent or any sibling is deceased, please list relationship to you, age at death, and cause of death.

---



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YES NO RELATIONSHIP


## IMMUNIZATIONS

VACCIINE TYPE	MONTH, DAY & YEAR FOR EACH DOSE					10 YEAR BOOSTER
	1	2	3	4	5	
DPT or Td (Diphtheria, Pertussis, Tetanus or Tetanus, Diphtheria)						
Polio - not required after 18th birthday						
Measles (red or hard measles) check type: <input type="checkbox"/> Live <input type="checkbox"/> Killed* <input type="checkbox"/> Unknown *reimmunization required	Vaccine Titer Disease	Date: ____/____/____ Date: ____/____/____ Date: ____/____/____				
Rubella (3-day or German measles)	Vaccine Titer Disease Result: _____	Date: ____/____/____ Date: ____/____/____ Date: ____/____/____ Was disease diagnosed by a physician?				

Measles and rubella vaccine - must be repeated if administered before first birthday.

Have you ever had to discontinue study or restrict activities because of physical or nervous disturbances? If yes, explain fully.

Have you ever had any limitation placed on the amount and type of physical exercise? If yes, explain fully

#### SOURCES OF HEALTH CARE

Please list the names, addresses, and telephone numbers of physicians, psychologists, or other health caregivers you now consult.

Name _____	Field _____	Name _____	Field _____
Address _____		Address _____	
City, State _____		City, State _____	
Tel. (     ) _____		Tel. (     ) _____	

#### HEALTH INSURANCE COVERAGE

Please list below any current insurance coverage such as Blue Cross/Blue Shield, public assistance, or private insurance.

INSURANCE COMPANY

ADDRESS

GROUP/POLICY NUMBER

#### EMERGENCY NOTIFICATION

In case of emergency please notify:

Name \_\_\_\_\_  
Relationship \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_  
Zip \_\_\_\_\_ Telephone (     ) \_\_\_\_\_  
Work Telephone (     ) \_\_\_\_\_

In case of emergency please notify:

Name \_\_\_\_\_  
Relationship \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_  
Zip \_\_\_\_\_ Telephone (     ) \_\_\_\_\_  
Work Telephone (     ) \_\_\_\_\_

My signature below indicates that:

- I consent to medical and nursing treatment by the staff at the Health Center.
- the information on this form is correct and complete to the best of my knowledge.
- I understand that Middlebury College views my health as chiefly my responsibility.
- If I require services, prescriptions, or referrals beyond the primary care services available at Parton Health Center, I shall assume the financial responsibility or negotiate satisfactory arrangements with the caregiver.
- I hereby authorize the release of any information on file pertaining to my condition of health. I understand that my contacts with health and counseling services are held in confidence but that confidentiality may be broken if my life or that of any other person is in danger.

DATE

SIGNATURE OF STUDENT

DATE

SIGNATURE OF PARENT OR GUARDIAN  
(required if student is not yet 18 years old or if insurance listed  
above is in parent's or guardian's name)

IF YOU HAVE ANY QUESTIONS, CALL THE HEALTH CENTER AT 388-3711, ext. 5135





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753

June 1994

(802) 388-3711

To Faculty, Staff, and Students at the Bread Loaf School of English:

We write to you concerning the Human Immunodeficiency Virus (HIV) which causes the Acquired Immunodeficiency Syndrome (AIDS). Recent statistics show a significant increase nationally in the number of AIDS cases reported in the past year. In addition, recent statistics from the Center for Disease Control indicate that over 361,000 Americans now have AIDS and that many more have been infected by the virus (HIV). Most of these people do not know they are carriers. The AIDS epidemic continues to be of concern nationally and, therefore, it must also concern each of us at Middlebury. Members of our community have received treatment for the virus which causes AIDS.

We believe it is important that you understand what resources are available on campus in the areas of education, diagnosis, treatment, and support. We also believe it is important that we inform you of the policy guidelines at Middlebury.

The American College Health Association (ACHA) provides a series of guidelines for college policy based on facts from the best recent medical data available. Middlebury College has used those guidelines and adapted them to our particular needs.

ACHA recommends that colleges not adopt blanket policies concerning individuals with AIDS or AIDS-related conditions. Rather, it suggests that certain guidelines be followed and that the college analyze and respond to each case individually. Middlebury College has established a committee of three people whose responsibility it is to do this. For the 1994 school year these individuals are:

- 1) Ruth K. Grant, M.D., College Physician
- 2) Gary Margolis, Ph.D., Director of Counseling and Human Relations
- 3) Kathleen Ready, MSN, Head Nurse

In order to provide essential medical support, appropriate health and hygiene counseling and related assistance, any member of the community who has tested positive for HIV or who has AIDS or an AIDS-related condition are strongly recommended to consult with either the College Health Center or their own physician. In addition, individuals who are HIV positive or who have AIDS, are asked to consult with one of the

individuals named above. Responses to such occurrences will be guided both by Middlebury's commitment to the protection of individual rights, including confidentiality, and by necessary consideration of the community public health interest.

If you think you may have been exposed to AIDS or have symptoms of AIDS, we strongly urge you to make contact with the college Health Center. Through the Health Center you will receive information, evaluation, counseling and support, and education regarding testing options. Confidentiality is maintained in accordance with laws governing the privacy of medical information.

It is important that we all be acquainted with the latest information concerning AIDS. We strongly urge each of you to read the enclosed handout which contains guidelines for handling blood and body fluids, and information on HIV, which everyone needs to know. Additional information pamphlets, such as AIDS...What Everyone Should Know and Make Sex Safer pamphlets, and free condoms are available to all members of the community at the Parton Health Center in the waiting room, and in the stairwell on the east end of Carr Hall and at Cornwall Infirmary. If you have any questions regarding AIDS or HIV, we encourage you to speak to a nurse at the Cornwall Infirmary. Or if you prefer to speak with a resource outside of the College, we encourage you to call the toll-free hotline at the Vermont Health Department (1-800-882-AIDS). This information is free and calls are confidential.

Remember studies and guidelines from the Center for Disease Control and the Public Health Service indicate that individuals with AIDS or AIDS-related conditions do not pose a health risk to others through casual contact. Available evidence indicates that AIDS is transmitted only by intimate sexual contact or by exposure to contaminated blood.

Sincerely,

*Yonna McShane*

Yonna McShane, MEd.  
Health Educator  
Counseling and Human Relations

*Ruth K. Grant*

Ruth K. Grant, M.D.  
Medical Center Director  
Parton Health Center

*Kathleen Ready*

Kathleen Ready, MSN  
Head Nurse  
Parton Health Center

## AIDS AND HIV - WHAT WE ALL NEED TO KNOW

AIDS and the HIV infection does not discriminate based on sex, sexual orientation, race, socio-economic class, etc. Many men and women who are HIV positive do not realize that they are carrying the virus because it is not unusual for individuals to remain symptom free for many years. However, people who have the HIV infection can transmit the virus to others even if they have no symptoms. HIV can be transmitted by semen, blood, blood products, and vaginal and cervical secretions. Theoretically, the virus is contained in other body fluids, however, whether or not it is present in sufficient amount to transmit the infection is unclear. You can reduce your risks of being infected by HIV if you:

1. Make well informed and safe choices about sexual activity. If you do not have vaginal, anal, or oral sexual intercourse, you will be providing yourself with excellent protection against the sexual transmission of HIV.
2. Always use safe sex practices if you are engaging in sexual activity involving intercourse and take precautions with every partner. Communicate assertively with your sexual partner and always use latex condoms when engaging in intercourse. Spermicides containing nonoxynol-9 may increase the protection provided by a condom. Latex squares or dental dams are rubber devices that may be used during oral intercourse. The level of protection this practice provides is not known, but it is logical to assume that this may reduce the risk of acquiring HIV if they are used properly and consistently.
3. Separate alcohol and drug use from sexual activity. Having sex when you are drunk or drugged, often results in not practicing safer sex. Alcohol and drugs impair cognitive function, making adequate decision making more difficult. They also make communicating more difficult.
4. Never share needles or engage in any other activity which may result in exposure to blood. (see the other side of this handout for more information on blood precautions).

Remember your behavior determines your risk for acquiring HIV. If you do not engage in risky behavior, you greatly reduce your risk of infection.

Remember studies and guidelines from the Center for Disease Control and the Public Health Service indicate that individuals with the HIV infection or AIDS do not pose a health risk to others through casual contact.



MIDDLEBURY COLLEGE HIV TASK FORCE  
GUIDELINES FOR HANDLING BLOOD AND BODY FLUIDS

"Guidelines for Handling Blood and Body Fluids" refers to the "Universal Precautions" measures one takes to prevent the transmission of bloodborne diseases such as hepatitis B and HIV. They are called universal because they are recommended whenever there is potential exposure to blood or body fluids of another individual whose infection status is most likely unknown.

Bloodborne diseases can be transmitted from an infected individual to another when there is sufficient contact between the infected individual's blood, semen, vaginal secretions, or blood-containing fluid and another's non-intact skin or mucous membranes. These diseases can also be transmitted through a puncture wound with a contaminated needle or sharp object. Middlebury College therefore recommends the following for the handling of blood and body fluids:

1. Barrier methods such as gloves are strongly recommended whenever someone is at risk for direct exposure to another individual's blood or body fluids. The Health Center will provide gloves to anyone who requests them, free of charge. Members of the custodial staff should wear latex gloves when cleaning bathrooms. The custodial staff should disinfect reusable gloves after contact with blood or body fluids.
2. Good handwashing is important after any potential contact with blood or body fluids, even if gloves are worn. If you get blood or body fluids on your skin, wash well with copious amounts of soap and water. If you come into direct contact with blood or body fluids, we recommend speaking with a nurse at the Health Center.
3. Procedures for the decontamination of environmental surfaces and objects soiled by blood or body fluids should be adopted and implemented. The Public Health Service recommends the cleaning of contaminated surfaces with a household bleach (Clorox) and freshly diluted 1:10 - 1:100 in water.

Students should contact the custodial staff at ext. 5243 to clean any blood spills, rather than attempting to clean it themselves. If it is after-hours or on the weekend, Campus Security should be contacted.

4. Extreme caution should be exercised in disposing of needles. Students and employees may obtain an infectious waste container from the Health Center, if needed.
5. Laboratory courses requiring exposure to blood such as finger pricks for blood typing or examination should use disposable equipment. No lancets or blood-letting devices should be reused or shared.
6. No student is required to obtain or process the blood of others.
7. Implements that may become contaminated with blood such as razors, toothbrushes, or tweezers should never be shared by individuals.

## SEXUAL HARASSMENT

Sexual harassment is a violation of an individual's basic civil rights and will not be tolerated by Middlebury College. Sexual harassment is against the law and violates Middlebury College's Policy.

Middlebury College's Harassment Policy Statement (1992) prohibits harassment based on sex, sexual orientation, race, religion, national origin, age or physical ability. This policy states:

**"As an educational institution, Middlebury College is committed to maintaining a campus environment where bigotry and intolerance, including discrimination on the basis of sex, sexual orientation, race, ethnicity, religious beliefs, physical ability or age have no place, and where any form of coercion or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable. Harassment, as defined below, is antithetical to the mission of this College. In addition, many forms of harassment have been recognized as violations of the civil rights laws by the Federal Courts, by the U.S. Equal Employment Commission, by the State of Vermont and by the U.S. Department of Education.**

Middlebury College defines harassment as verbal or physical conduct which on the basis of sex, sexual orientation, race, religion, national origin, age or physical ability has the purpose or effect, from the point of view of a reasonable person, either of interfering with an individual's educational or work performance or of creating an intimidating, hostile or offensive educational, work or living environment. Harassment includes such conduct specifically directed at an individual or a small group of individuals and expresses hatred or contempt on the basis of stereotyped group characteristics or because of a person's identification with a particular group. Harassment also includes violence in word or deed or attempts to incite violence directed against members of these groups because of their group identification. In addition, harassment may include repeated slurs, or taunts in the guise of a joke, or disparaging references to others, when such conduct is based on sex, sexual orientation, race, ethnic origin, religion, physical ability or age.

With specific reference to sexual harassment, in addition to conduct which creates a hostile environment, sexual harassment includes what a reasonable person would judge to be unwelcome sexual advances or requests for sexual favors which explicitly or implicitly affect educational or employment decisions concerning an individual. Those in positions of authority must recognize that in their relationships with subordinates and students there is always an element of unequal power. It is incumbent upon those with authority not to abuse the power with which they have been entrusted.

Moreover, Middlebury College embraces the ethical standard set forth by the American Association of University Professors, which holds that a professor, in order to encourage the free pursuit of learning, must avoid any exploitation of students for his/her private advantage. Accordingly, faculty and staff members should be aware that romantic and sexual involvements with students over whom they have direct or indirect authority are discouraged by Middlebury College, even though such involvements need not always constitute a form of sexual harassment.

Middlebury College recognizes that the protection of free and open speech and the open exchange of ideas is essential to any academic or artistic community, crucial for the activities of scholars and artists. It is, therefore, an important element in the "reasonable person standard" to be used in judging whether harassment has occurred. This harassment policy statement is meant neither to proscribe nor to inhibit discussions, in or out of the classroom, of complex, controversial or sensitive matters, including sex, sexual orientation, race, ethnicity, religious orientation, age or physical ability, when in the judgement of a reasonable person they arise appropriately and with respect for the dignity of others. Middlebury College is a community of learners and as such recognizes and affirms that free and honest intellectual inquiry, debate, and constructive dialogue are vital to the academic mission of the College and must be protected even when the views



expressed are unpopular or controversial. Middlebury College also recognizes, however, that verbal conduct can be used specifically to intimidate or coerce and to inhibit genuine discourse, free inquiry and learning. Such abuses are unacceptable. If someone believes that another's speech or writing is offensive, wrong or hurtful, he or she is encouraged to express that judgement in the exercise of his or her own freedom of speech or to seek redress when appropriate.

Middlebury College maintains that all members of its community have the right to participate in the life of the College without harassment or intimidation. The College remains firmly committed to protecting these rights for all members of the College community."

It is important to recognize that both men and women are affected by and can be the recipients of sexual harassment. Sexual harassment can occur between a faculty member and a student, a supervisor and a student employee, an adviser and a student, a staff person and a student, or between two students. Sexual harassment may also occur between a supervisor and an employee, two members of the staff, two members of the faculty, or a faculty member and a staff person. Sexual harassment may also involve groups of people.

Examples of possible sexual harassment include, but are not limited to, the following:

- repeated homophobic graffiti on an individual's message board
- intrusive questions about one's personal life
- intimidation, hostility, or condescension which is based on a person's gender or sexual orientation
- repeated slurs, taunts, or humiliating jokes when such conduct is based on sex or sexual orientation
- repeated requests for socializing when a person has indicated he/she is not interested
- unwanted physical contact such as touching, pinching, brushing up against, patting or rubbing a traditionally sexual part of a person's body
- trapping a person or in some way blocking movement
- demands or requests for sexual favors accompanied by threats about grades, recommendations, or your job.
- promises of preferential treatment in exchange for sex
- touching a person on a traditionally non-sexual part of the body after that person has indicated no desire for such physical contact
- continuing to write suggestive notes or letters after being informed they are unwelcome
- harassment, or retaliation of any kind for having previously filed a complaint

**What you can do to protect yourself:**

- Be sure the harasser knows you do not welcome this treatment and be clear about your limits: say "no" or "stop"
- Avoid answering personal questions
- Document where, when, and how you are being harassed

If you would like to speak to someone regarding harassment, the following campus resources are available to listen to you, inform you of your rights and also what options are available to you:

Staff:	Ted Mayer	5345
	Judy Olinick	5532
	Judy Watts	5499
	Charles Sargent	5333



Faculty:       Evelina Felicite-  
                  Maurice               2251  
                  John Walsh           5626

Each of the people mentioned have been designated to listen to your concerns. Your discussions with any of these resource people will be confidential and will not necessarily commit you to further action.

If you are a student, other resources on campus are : The Center for Counseling and Human Relations, Parton Health Center, the nurse at Bread Loaf, the College Chaplain, the Director of Health Education or Dean of Students. If you are an employee, you may also contact the Human Resources Department, your supervisor or your department chairperson.

If you are a participant in the Language Schools additional resources regarding harassment complaints include:

Arabic     - Liljana Bubonjic  
Chinese    - Carolyn Lee  
French     - Raphaelle Nicolas  
German     - Christa Cross  
Italian     - Ugo Skubikowski  
Japanese   - Nobuo Ogawa  
Russian    - Anatoly Vishevsky  
Spanish    - Roberto Vaguez

If you wish to file a formal complaint regarding harassment, contact the Human Relations Officer, Karen Andrews at Ext. 5518.

Many forms of sexual harassment also violate Federal and State Laws. You may also contact the Civil Rights Division of the Attorney General's Office in Vermont at 828-3171 and you may contact the Regional Office of the U.S. Department of Education Office for Civil Rights in Boston, MA at (617) 223-9662 for advice and support. If you are an employee, an additional resource is the district Equal Employment Opportunity Commission office at (617) 565-3200. If you choose to contact one of these offices, your conversations will be confidential and will not commit you to further action unless you choose to file a complaint with one of these offices.

**NOTE:** At the Language Schools, many different cultures are represented, each with its own patterns of personal behavior. Cultural differences do not excuse inappropriate or offensive behavior; they do call for particular awareness of and sensitivity to other people's rights and dignity.

**You have a right to be treated with respect and dignity as an employee or student at Middlebury College.**

**NOTE:** For a full statement of College policy and options available within the College for resolving a complaint, see the College Handbook. Copies of the College Handbook are available at the Office of Health Education, Carr Hall or the Dean of Students' Office, Old Chapel.

Revised 4/93 4/94 Summer Sessions  
Yonna McShane Office of Health Education



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

May 9, 1994

Dear Student:

Attached you will find the information booklet **"Drugs, Alcohol, and You - Your Accountability and Responsibility at Middlebury College."** On December 12th, 1989, former President George Bush signed into law the Drug-Free Schools and Communities Act Amendment (Public Law 101-226). This legislation requires American colleges and universities to distribute the information contained in the aforementioned booklet to all students, including students in programs abroad and off-campus programs.

It is important that students recognize drug and alcohol abuse as serious health issues. It is also important for those who need it to know where confidential, medical, and psychological help is available. If drugs and/or alcohol are a concern in your life, you are encouraged to contact the Director of your Bread Loaf program who will assist you in locating medical and/or psychological services for more information regarding treatment options.

I urge you to read the attached booklet in its entirety.

Sincerely,

A handwritten signature in cursive script that reads "James Maddox".

James Maddox  
Director

JM/elh

# Drugs, Alcohol and You

Your Accountability and Responsibility at Middlebury College

Office of Health Education  
Summer 1994



### MIDDLEBURY'S POSITION

Middlebury College is deeply concerned about illegal drug use and alcohol abuse in our society and in our community. The College regards illegal drug use and alcohol abuse as a problem which can affect the entire College community. It is important that you as a member of the Middlebury community to be aware of the College drug and alcohol policy as well as pertinent State and Federal laws. It is also important that all members of our community know where help is available for those who need it.

### DRUG LAWS

There are a number of State and Federal laws prohibiting the possession, use, sale, and distribution of illicit drugs such as marijuana, cocaine, L.S.D., crack, heroin, etc. Legal sanctions for conviction include: required community service, significant fines, and lengthy imprisonment. For example, in the State of Vermont, a first time offense for the possession of less than two ounces of marijuana carries a penalty of up to a \$500 fine and six months' imprisonment; the unlawful sale of less than one-half ounce of marijuana carries a penalty of up to a \$10,000 fine and two years of imprisonment. The unlawful possession of cocaine in the amount of less than 2.5 grams carries a penalty of up to a \$2,000 fine and one year imprisonment. The distribution of cocaine in an amount less than 2.5 grams can result in a penalty of \$75,000 fine and 3 years' imprisonment.\*

(\*See appendix for more information regarding State and Federal sanctions.)

It is important to note that because of new Federal regulations, if you are prosecuted and found guilty of a drug charge, your Federal Aid grants may be jeopardized. In addition, a felony conviction from a drug charge will prohibit entry into some professions.

### WHAT ABOUT ALCOHOL

Alcohol is a drug and for many in our community it is an illegal drug. It is illegal in the State of Vermont for people under the age of 21 years to possess or drink alcoholic beverages. It is also illegal to misrepresent one's age in order to obtain alcoholic beverages, and to supply or sell alcoholic beverages to someone under the age of 21 years. The following are pertinent Vermont laws pertaining to alcohol:

#### DWI

- 23 VS 1201 (a) (1): A person shall not operate, attempt to operate, or be in actual physical control of any vehicle on a highway while there is .08 percent or more by weight of alcohol in his blood as shown by analysis of his breath or blood; or
- (2): under the influence of intoxicating liquor; or
  - (3): under the influence of any other drug or the combined influence of alcohol and any other drug to a degree which renders him incapable of driving safely.
- PENALTY: 1st offense: 90 days loss of license; fined not less than \$200 nor more than \$750 or imprisoned not more than 2 years; or both

#### PERSONS UNDER 18 YRS: ALCOHOL CONCENTRATION OF 0.02 or MORE

- 15 23 VSA 1216: A person under the age of 18 who operates, attempts to operate or is in actual physical control of a vehicle on a highway when the person's alcohol concentration is .02 or more commits a civil traffic violation subject to the jurisdiction of the traffic bureau.
- PENALTY: No fine or points are assessed for a violation of this section, rather the offender's license to operate is suspended until an alcohol and driving education program has been completed. A second offense requires alcohol screening and satisfactory completion of a therapy program. The person is also subject to recall of his provisional license for violation of this section

#### FURNISHING ALCOHOL TO MINOR

- 7 VSA 658: A person who sells or furnishes a minor malt or vinous beverages or spirituous liquors shall be fined not less than \$200 nor more than \$1,000 or imprisoned not more than two years; or both.

#### POSSESSION OF ALCOHOL BY MINOR/MINORS MISREPRESENTING AGE TO PROCURE OR POSSESS LIQUOR

- 7 VSA 657: A minor who falsely misrepresents his age for the purpose of procuring or who procures malt or vinous beverages or spirituous liquors from any licensee, state liquor agency, or other person or persons or who possesses malt vinous beverages or spirituous liquor for the purpose of consumption by himself or other minors, except in the regular performance of his duties as an employee of a licensee licensed to sell alcohol liquor, shall be fined not more than \$500 or imprisoned not more than 30 days; or both.

#### ADULT IDENTIFICATION CARDS

- 7 VSA 669: Any person who misrepresents his age, or practices any deceit in the procurement of an adult identification card, or uses or exhibits for the purpose of obtaining alcoholic

beverages the identification card of another person or one which has been forged or altered; any person who loans or transfers his identification card to another for use in procurement of alcoholic beverages shall be guilty of a misdemeanor and shall be fined \$50, which fine shall not be suspended.

Issues of civil liability also arise if you serve alcoholic beverages to a minor or to a person who is apparently under the influence of an intoxicant. "You are liable" means "you are legally responsible". For example, if you supply alcoholic beverages to an underage person and then there is an accident, you may be held liable for damages. Where significant property destruction, serious injury, or death results, damages can amount to enormous monetary settlements.

### **MIDDLEBURY COLLEGE DRUG AND ALCOHOL POLICY**

Middlebury College opposes the illegal possession, distribution, and consumption of alcohol and the possession, manufacture, distribution and use of illegal drugs. The College also opposes the possession and use of prescription drugs by persons for purposes other than those prescribed by a licensed physician. Drugs other than those prescribed by a licensed physician for legitimate health purposes may not be used or stored on College property.

Students of Middlebury College, including the Bread Loaf School of English and the Language Schools, are subject to the College Drug and Alcohol Policy and rules and regulations while on College premises or College-related premises or when involved with off-campus college-sponsored events or off-campus events sponsored by registered college organizations. In assigning sanctions for violation of College policy, the circumstance surrounding the offense and the severity of the incident and any prior disciplinary history for the individuals involved will be taken into consideration.

The College campus, including the Bread Loaf campus, is subject to Local, State, and Federal laws concerning the possession, use, distribution and manufacture of drugs including alcohol. Students must be aware of and abide by these laws or face the possibility of legal prosecution. Middlebury College opposes the use of illegal drugs and does not provide students with a haven from the law. The College will not inhibit the legal prosecution of any member of the College community who violates Local, State, or Federal law. Law enforcement officers, when in possession of the proper documents, have a legal right to search any and all buildings on the campus without prior notice. The College also reserves the right to furnish the police with information regarding illegal activities.

### **DISCIPLINARY RESPONSE:**

At Middlebury College those students found selling, manufacturing, or in possession of drugs in amounts that indicate drug sales or distribution will face penalties ranging from suspension to expulsion from school. Students or organizations found illegally selling, manufacturing, or distributing alcohol will face disciplinary action up to and including possible expulsion. Those students using illegal drugs, or in possession of amounts which appear to constitute "personal use" will face penalties ranging from official warning to indefinite suspension. The illegal use of alcohol will result in penalties ranging from warning to indefinite suspension. Involvement with or dependency upon drugs or excessive or illegal use of alcohol will also be viewed by the College as a health concern as well as a disciplinary matter. In these cases a drug/alcohol assessment will be required at our Center for Counseling and Human Relations or with an off-campus specialist. In addition, in instances where a student's name occurs repeatedly in connection with a drug or alcohol problem, even though no concrete evidence or direct witness is involved, a Dean will contact the student and meet with him or her. In these instances:

- 1) students may be encouraged or required to undergo a drug/alcohol evaluation;
- 2) if applicable, a student's parents or guardian may be notified of concerns about a student's drug or alcohol problem. In disciplinary situations and the situations of concern mentioned above, a student may be required to withdraw from the College until successful resolution of the problem is documented to the satisfaction of the College.

### **HEALTH RISKS AND OTHER EFFECTS**

The non-medical use of drugs and the abuse of alcohol is clearly antithetical to physical and mental development. Research and clinical observation indicate that drug and alcohol abuse can lead to a lack of motivation, lowered academic performance, antisocial behavior, and serious chemical dependency. Such abuse can be life-threatening. Even early on in an abuse pattern a drug, including alcohol, can place a person at risk for committing acts he/she would normally never do. For example, in the United States alcohol is linked to 1/3 of all suicides and 1/2 of all homicides, and approximately 50% of all convicted criminals report that they were under the influence of alcohol when they committed the crime. In addition, an estimated 60% of child and spousal abuse and 41% of assaults are



drug-related. It is estimated that 75% of rapists and 55% of their victims were impaired due to drug-alcohol usage at the time of the rape.

Drug and alcohol consumption causes a number of marked changes in behavior and perception, which can place a person at increased risk for accident resulting in bodily harm.

In regard to alcohol consumption, even low dosages significantly impair the judgment and coordination required to drive a car safely or perform other tasks in a safe manner. For example, in the United States alcohol is linked to 1/2 of all automobile fatalities, 60% of motorcycle fatalities, 60% of all fatal falls and 70% of all drowning deaths. Moderate to high doses of alcohol causes marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other central nervous system depressants such as some seizure medication, antihistamines, sleeping pills, etc., much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol and other drugs can lead to chemical dependency. When dependency has occurred, sudden cessation of intake is likely to produce a variety of withdrawal symptoms including anxiety, irritability, insomnia, tremors, hallucinations, convulsion, etc. Student withdrawal from some drugs, including alcohol, can be life-threatening.

Drug and alcohol use has significant effects on the body. The long-term consumption of drugs and/or alcohol will lead to a general deterioration of health. The following are just some of the serious physical consequences: heart disease and failure; liver disease including hepatitis and cirrhosis; gastrointestinal disorders; cancer of the lungs, pancreas, esophagus, stomach and mouth; respiratory disorders including pneumonia and chronic bronchitis; malnutrition; high blood pressure; impotence; agitation and high anxiety; depression; perforation of the nasal septum; brain damage.

Drug and/or alcohol use impairs judgment, reasoning, and communication. When judgement is impaired, students can be placed in a situation which can increase the risk of date rape and also the risk of contracting sexually transmitted diseases including the HIV virus which causes AIDS. Drug and alcohol use can also impair the functioning of the immune system which increases a person's susceptibility to contracting the AIDS virus if exposed. Drug and/or alcohol use during pregnancy can cause severe birth defects including physical abnormalities, deafness, mental retardation, and malformed brains. In addition, many babies are born with addictions to substances their mothers use.

For more specific information regarding illicit and frequently abused prescription drugs, see the Appendix.

### **COLLEGE SERVICES: INFORMATION AND HELP**

Students who are concerned about their own or a friend's use of alcohol or drugs are encouraged to seek assistance through Middlebury's Counseling and Human Relations Services or the Parton Health Center, both located in Carr Hall. Bread Loaf students may also seek medical consultation through the Cornwall Infirmary on the Bread Loaf campus. Professional staff are available twenty-four hours a day to provide care and treatment for individuals related to the use of alcohol and drugs. Members of the Counseling and Human Relations Services and Parton Health Center provide supportive counseling in addition to psychological and medical evaluations on a confidential basis. They help students to identify and understand the signs and behaviors associated with substance abuse, including usage patterns, motivations and negative consequences. They can also provide useful information for evaluating and confronting a friend about the use of alcohol and drugs. Also available is referral information about community resources including private counselors, self-help groups, and comprehensive treatment facilities. Services provided by the Health Center, the Cornwall Infirmary and Counseling Services are confidential. Emergency medical treatment can be provided by the Health Center or Porter Medical Center.

The Director of Health Education provides educational materials for individuals and programs for the College community that address the many issues surrounding alcohol and drugs. The Office of Health Education is also located in Carr Hall.

Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, and Adult Children of Alcoholics groups meet regularly in Middlebury and welcome student participation. A listing of meeting times and locations is available through the Office of Health Education, Parton Health Center, Center for Counseling and Human Relations and the Cornwall Infirmary.

### **COMMUNITY RESPONSIBILITY**

Middlebury College believes that drug and alcohol problems affect our entire community and that each of us has a responsibility to help safeguard the community health by respecting College policy and intervening in situations of abuse. Any member of the College community having knowledge of the possession or use of illegal drugs by an individual on campus is urged to confront the person and encourage the individual who is using illegal drugs or abusing alcohol to seek counseling and/or medical assistance. All members of the community are asked to help protect the community health by informing appropriate College staff members of instances of drug dealing.



## APPENDIX

### Drugs:

The State of Vermont Statutes cover a wide range of drug offenses, including the possession, cultivation or manufacture, sale, delivery, and the sale or delivery of drugs on school grounds (elementary, secondary or vocational schools). Among other provisions the State laws create the following maximum sentences for first offenses:

<u>Drugs</u>	<u>Penalties</u>
Marijuana	
Possession - less than 2 oz.	\$500 fine and/or 6 months imprisonment
2 oz. or more	\$10,000 fine and/or 3 years imprisonment
1 lb. to 10 lbs.	\$100,000 fine and/or 5 years imprisonment
10 lbs. or more	\$500,000 fine and/or 15 years imprisonment
Sale -	
less than 1/2 oz.	\$10,000 fine and/or 2 years imprisonment
1/2 oz. to 1 lb.	\$100,000 fine and/or 5 years imprisonment
1 lb. or more	\$500,000 fine and/or 15 years imprisonment
Cocaine	
Possession - less than 2.5 grams	\$2,000 fine and/or 1 year imprisonment
2.5 grams to 1 oz.	\$100,000 fine and/or 5 years imprisonment
1 oz. to 1 lb.	\$250,000 fine and/or 10 years imprisonment
1 lb. or more	\$1,000,000 fine and/or 20 years imprisonment
Sale or delivery -	
less than 2.5 grams	\$75,000 fine and/or 3 years imprisonment
2.5 grams to 1 oz.	\$250,000 fine and/or 10 years imprisonment
1 oz. or more	\$1,000,000 fine and/or 20 years imprisonment
L.S.D.	
Possession - less than 400 micrograms	\$2,000 fine and/or 1 year imprisonment
400 micrograms to 4,000 micrograms	\$25,000 fine and/or 5 years imprisonment
4,000 micrograms to 40,000 micrograms	\$100,000 fine and/or 10 years imprisonment
40,000 micrograms or more	\$500,000 fine and/or 20 years imprisonment
Sale -	
less than 400 micrograms	\$25,000 fine and/or 3 years imprisonment
400 micrograms to 4,000 micrograms	\$100,000 fine and/or 10 years imprisonment
4,000 micrograms or more	\$500,000 fine and/or 20 years imprisonment
Heroin	
Possession - less than 200 milligrams	\$2,000 fine and/or 1 year imprisonment
200 milligrams to 1 gram	\$100,000 fine and/or 5 years imprisonment
1 gram to 2 grams	\$250,000 fine and/or 10 years imprisonment
2 grams or more	\$1,000,000 fine and/or 20 years imprisonment
Sale -	
less than 200 milligrams	\$100,000 fine and/or 5 years imprisonment
200 milligrams to 1 gram	\$250,000 fine and/or 10 years imprisonment
1 gram or more	\$1,000,000 fine and/or 20 years imprisonment

Appendix (Con't)

Depressants, Stimulants, and Narcotic Drugs (other than Heroin and Cocaine)

Possession - less than 100 times the recommended individual therapeutic dosage	\$2,000 fine and/or 1 year imprisonment
100 to 1,000 times the recommended individual therapeutic dosage	\$25,000 fine and/or 5 years imprisonment
1,000 to 10,000 times the recommended individual therapeutic dosage	\$100,000 fine and/or 10 years imprisonment
10,000 times or more the recommended individual therapeutic dosage	\$500,000 fine and/or 20 years imprisonment

Sale - less than 100 times the recommended individual therapeutic dosage	\$25,000 fine and/or 5 years imprisonment
100 to 1,000 times the recommended individual therapeutic dosage	\$100,000 fine and/or 10 years imprisonment
1,000 times or more the recommended individual therapeutic dosage	\$500,000 fine and/or 20 years imprisonment

Hallucinogens other than L.S.D.

Possession - less than 10 doses	\$2,000 fine and/or 1 year imprisonment
10 to 100 doses	\$25,000 fine and/or 10 years imprisonment
100 to 1,000 doses	\$100,000 fine and/or 10 years imprisonment
1,000 doses or more	\$500,000 fine and/or 15 years imprisonment

Sale - less than 10 doses	\$25,000 fine and/or 5 years imprisonment
10 to 100 doses	\$100,000 fine and/or 10 years imprisonment
100 or more doses	\$500,000 fine and/or 15 years imprisonment

All Drugs other than Marijuana  
Manufacture or cultivation

Maximum penalty \$1,000,000 fine  
and/or 20 years imprisonment

Second offenses, selling to minors, or selling on school property carry more severe sanctions.



# Controlled Substances - Uses & Effects

**TOLERANCE**  
**DURATION (Hours)**  
**USUAL METHODS OF ADMINISTRATION**

DRUGS/ CSA SCHEDULES	TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLERANCE	DURATION OF USUAL ADMINISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME				
		Physical	Psychological										
NARCOTICS													
Opium	II III V Dover's Powder, Paregoric Parepectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating			
Morphine	II III Morphine, MS-Contin, Roxanol, Roxanol-SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected						
Codeine	II III V Tylenol w/Codeine, Empirin w/Codeine Robitussin A-C, Fiorinal w/Codeine	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected						
Heroin	I Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked						
Hydromorphone	II Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected						
Meperidine (Pethidine)	II Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected						
Methadone	II Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected						
Other Narcotics	I II III IV V Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomitol, Talwin?	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected						
DEPRESSANTS													
Chloral Hydrate	IV Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death			
Barbiturates	II III IV Amytal, Butisol, Fiorinal, Lotusate, Nembutal, Seconal, Tuinal, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral						
Benzodiazepines	IV Ativan, Dalmane, Diazepam, Librium, Xanax, Serax, Valium Tranxene, Verstran, Versed, Halcion, Paxipam, Restoril	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral						
Methaqualone	I Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral						
Glutethimide	III Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral						
Other Depressants	III IV Equanal, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral						
STIMULANTS													
Cocaine <sup>1</sup>	II Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected				Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II Biphetamine, Delcobese, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected						
Phenmetrazine	II Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected						
Methylphenidate	II Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected						
Other Stimulants	III IV Adipex, Cylert, Didrex, Ionamin, Mefliat, Plegine, Sanorex, Tenuate, Tepanil, Preku-2	Weight control	Possible	High	Yes	2-4	Oral, injected						
HALLUCINOGENS													
LSD	I Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal syndrome not reported			
Mescaline and Peyote	I Mexc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral						
Amphetamine Variants	I 2,5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected						
Phencyclidine	II PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected						
Phencyclidine Analogues	I PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected						
Other Hallucinogens	I Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed						
CANNABIS													
Marijuana	I Pot, Acapulco Gold, Grass, Heefel, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity, and decreased appetite occasionally reported			
Tetrahydrocannabinol	I II THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral						
Hashish	I Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral						
Hashish Oil	I Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral						

<sup>1</sup>Designated a narcotic under the CSA. <sup>2</sup>Not designated a narcotic under the CSA.



# Federal Trafficking Penalties

As of November 18, 1988

CSA	PENALTY		Quantity	DRUG	Quantity	PENALTY									
	2nd Offense	1st Offense				1st Offense	2nd Offense								
I  and  II	Not less than 10 years. Not more than life.  If death or serious injury, not less than life.	Not less than 5 years. Not more than 40 years.  If death or serious injury, not less than 20 years. Not more than life.	{ 10-99 gm or 100-999 gm mixture	METHAMPHETAMINE	{ 100 gm or more or 1 kg or more mixture	Not less than 10 years. Not more than life.  If death or serious injury, not less than 20 years. Not more than life.	Not less than 20 years. Not more than life.  If death or serious injury, not less than life.								
			{ 100-999 gm mixture	HEROIN	{ 1 kg or more mixture										
			{ 500-4,999 gm mixture	COCAINE	{ 5 kg or more mixture										
	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.	{ 5-49 gm mixture	COCAINE BASE	{ 50 gm or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.								
			{ 10-99 gm or 100-999 gm mixture	PCP	{ 100 gm or more or 1 kg or more mixture										
			{ 1-10 gm mixture	LSD	{ 10 gm or more mixture										
			{ 40-399 gm mixture	FENTANYL	{ 400 gm or more mixture										
			{ 10-99 gm mixture	FENTANYL ANALOGUE	{ 100 gm or more mixture										
<table><tr><th>Drug</th><th>Quantity</th><th>First Offense</th><th>Second Offense</th></tr><tr><td>Others<sup>2</sup></td><td>Any</td><td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.</td><td>Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.</td></tr></table>								Drug	Quantity	First Offense	Second Offense	Others <sup>2</sup>	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.
Drug	Quantity	First Offense	Second Offense												
Others <sup>2</sup>	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.												
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.	Not more than 10 years. Fine not more than \$500,000 individual, \$2 million not individual.											
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.	Not more than 6 years. Fine not more than \$500,000 individual, \$2 million not individual.											
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.	Not more than 2 years. Fine not more than \$200,000 individual, \$500,000 not individual.											

<sup>1</sup>Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

<sup>2</sup>Does not include marijuana, hashish, or hash oil. (See separate chart.)

## Federal Trafficking Penalties - Marijuana

As of November 18, 1988

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	<b>Marijuana</b> Mixture containing detectable quantity*	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	<b>Marijuana</b> Mixture containing detectable quantity*	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	<b>Marijuana</b>	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	<b>Hashish</b>		
1 to 100 kg	<b>Hashish Oil</b>		
50-99 plants	<b>Marijuana</b>		
Less than 50 kg	<b>Marijuana</b>	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual
Less than 10 kg	<b>Hashish</b>		
Less than 1 kg	<b>Hashish Oil</b>		

\*Includes Hashish and Hashish Oil

(Marijuana is a Schedule I Controlled Substance)

Bread Loaf School of English  
Middlebury College

**ACCIDENT INSURANCE**

Middlebury College does not provide sickness insurance, but does automatically provide accident insurance for students while they are enrolled in the summer session.

Boston Mutual Life Insurance Company will pay for the expense of treating injuries up to a total of \$2,000 for any one accident. The company will cover the first \$100 of an accident. Claims in excess of \$100 will be paid only to the extent that they are not payable under the terms of other policies covering the student.

Covered treatment includes x-rays, laboratory tests, surgery, physician's visits, nursing care, hospital care and treatment, and prescription drugs. The expense for dental treatment of injuries to sound natural teeth is limited to \$1,000.

Claims: In the event of an accident, claims should be reported to Boston Mutual Life Insurance Company, Claims Division, 120 Royall Street, Canton MA 02021 within 30 days from the date of the accident. Medical bills must be submitted within 90 days from date of treatment. Claim forms are available from the Parton Health Center, Middlebury College (802-388-3711, Ext. 5135). If you have any questions concerning the limitations and exclusions of this plan or filing a claim, please contact Walter S. Sussenguth and Associates, the plan administrator at the above address, or use the toll-free number: 1-800-669-2668, Ext. 445.

The insurance will be effective for the periods indicated below:

English School, Vermont	21 June - 6 August 1994
English School at Lincoln College, Oxford*	4 July - 14 August 1994
English School at St. John's College, Santa Fe	28 June - 11 August, 1994

\*Under Britain's medical program, you must have medical coverage to meet the treatment of medical conditions and problems you have on arrival in Britain. National Health will, at the discretion of our doctor, meet expenses of emergencies encountered during the summer. Expenses of hospitalization are paid by National Health under normal circumstances. Be sure to bring your medical insurance forms for claiming expenses under your own medical insurance plan.

MIDDLEBURY COLLEGE  
BREAD LOAF SCHOOL OF ENGLISH, LINCOLN COLLEGE, OXFORD  
INFORMATION SHEET

Please Print or Type

NAME: \_\_\_\_\_

PASSPORT NO. \_\_\_\_\_ DATE OF ISSUE \_\_\_\_\_

PLACE OF ISSUE \_\_\_\_\_ EXPIRATION DATE \_\_\_\_\_

NAME AS IT APPEARS ON PASSPORT \_\_\_\_\_

PERSONAL SICKNESS AND ACCIDENT INSURANCE (if any)

Name of Company \_\_\_\_\_

Policy No. \_\_\_\_\_

ADDRESS & TELEPHONE NUMBER (with area code) OF PARENTS OR NEXT OF KIN (Please give relationship).

\_\_\_\_\_  
\_\_\_\_\_

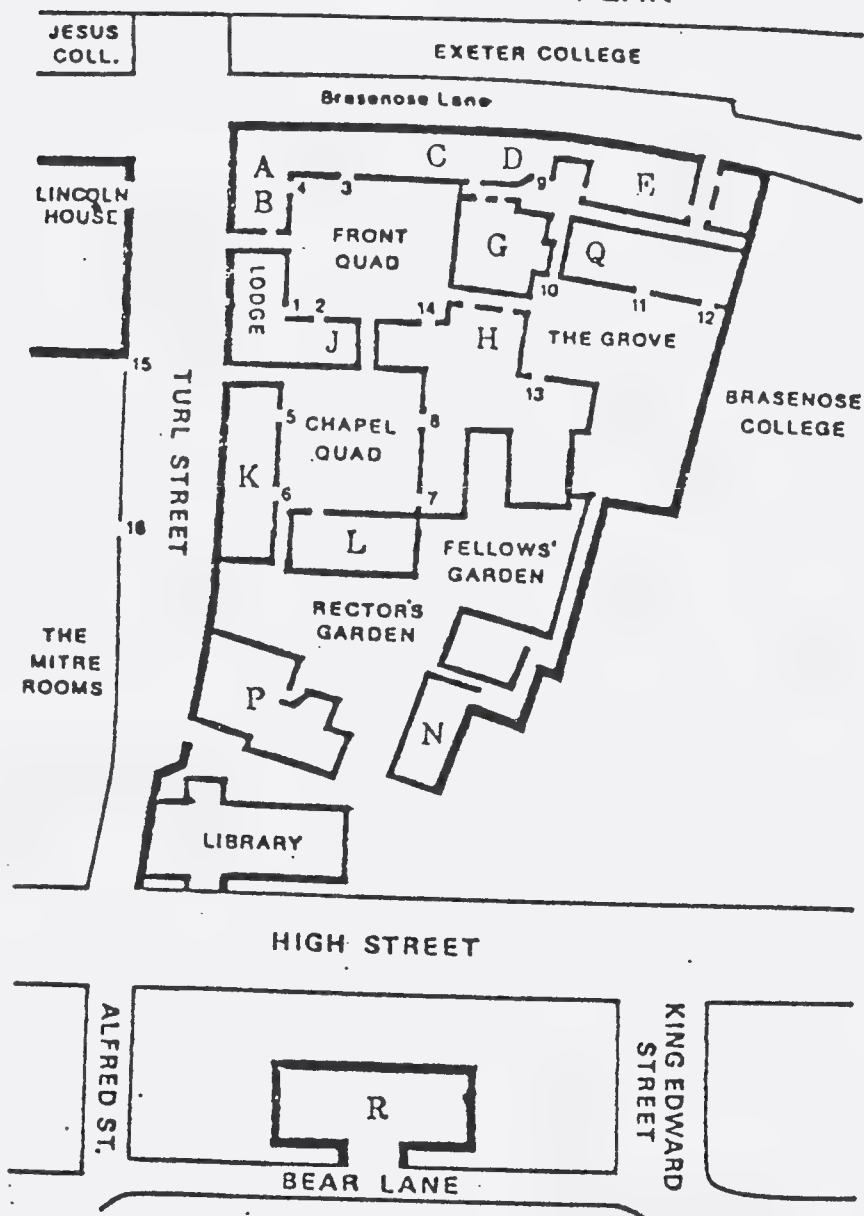
Signature \_\_\_\_\_ Date \_\_\_\_\_

Please return this form to the Bread Loaf School of English, Sunderland 220, Middlebury College, Middlebury, Vermont 05753 by **June 10, 1994.**

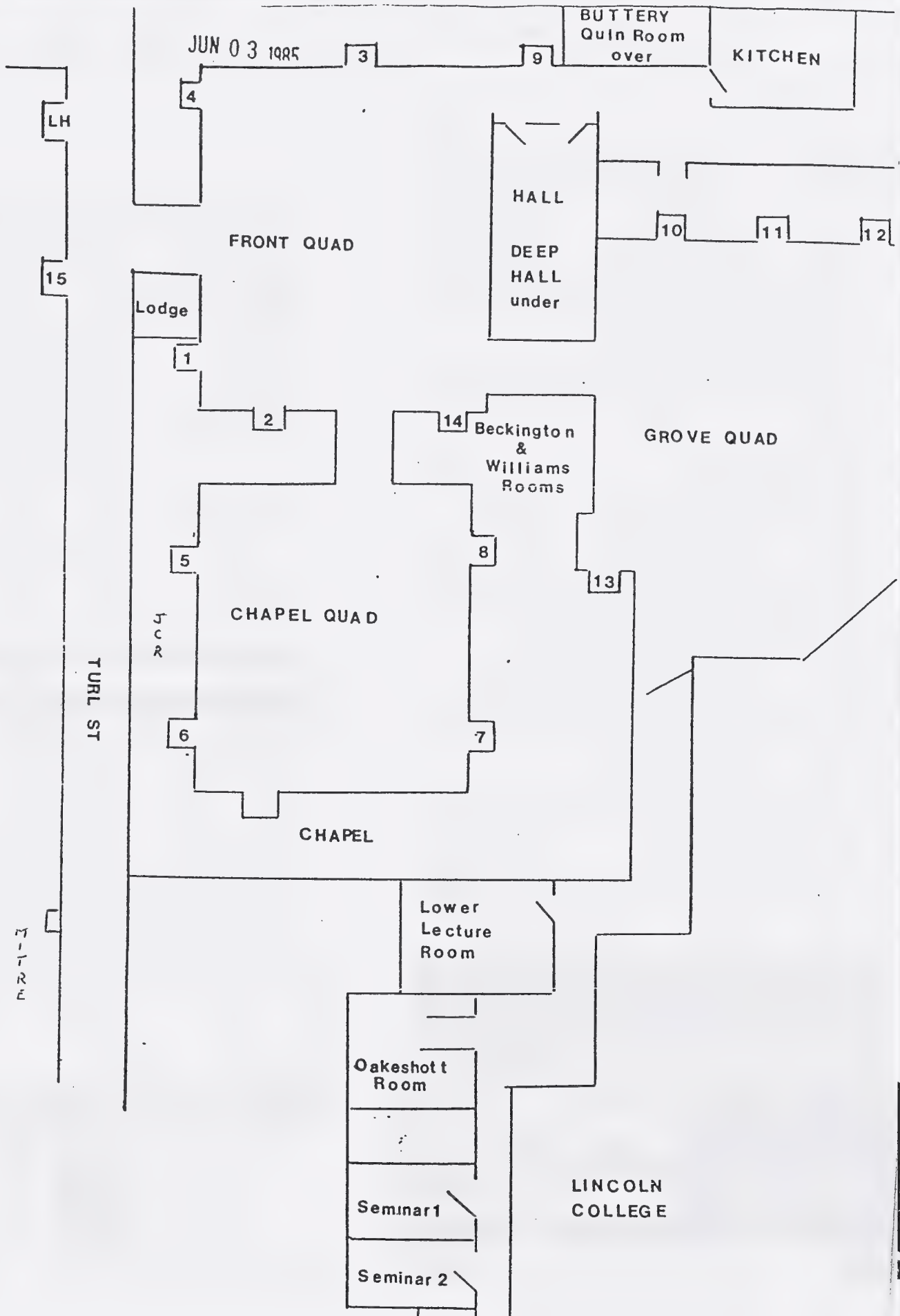


# LINCOLN COLLEGE

## Sketch Map GROUND FLOOR PLAN



- |   |   |
|---|---|
| A. Bursar's Office  | J. John Wesley Room, over War Memorial facing Chapel Quad |
| B. Steward's Office, Rector's Office & College Secretary's Office above | K. Junior Common Room                                     |
| C. Senior Common Room   | L. Chapel   |
| D. Buttery, Quin Room above   | N. Lecture Room   |
| E. Kitchen  | P. Rector's Lodgings                                      |
| G. Hall, 'Deep Hall' under  | Q. Middle Common Room                                     |
| H. Beckington Room, Williams' Room                                      | R. New Bear Lane Building                                 |
- NB Numerals indicate staircase numbers



The 1994 schedule is not available at this time. Even though this is for 1993, it will give you an idea of what is available.

TO 901018023880927 P.01  
**Oxford to Heathrow & Gatwick daily**

Oxford Gloucester Green bus sta bay 7	Heathrow Airport central bus sta.	terminal † 4	Gatwick Airport south terminal	north terminal
0200	0250		0405	0410
0500	0610		0705	0710
0530	0640	0700		
0630	0740	0800		
0730	0840	0900		
0800			1005	1010
0830	0940	1000		
0930	1040	1100		
1030	1140	1200		
1100	1210		1305	1310
1130	1240	1300		
1230	1340	1400		
1330	1440	1500		
1400	1510		1605	1610
1430	1540	1600		
1440	1550	SUNDAYS ONLY		
1530	1640	1700		
1540	1650	SUNDAYS ONLY		
1630	1740	1800		
1700			1905	1910
1730	1840	1900		
1830	1940	2000		
2000	2050		2205	2210
2030	2140	2200		
2300	2350		0105	0110

You should allow sufficient time to check in for your flight.

Heathrow airport central bus station is for terminals 1, 2 & 3.

† Use the free shuttle bus to & from Terminal 4, when there is no through X70.

Due to limited space, we ask you to restrict your luggage to 2 suitcases per person. Extra items such as trunks, cycles, skis, etc., will only be carried at the driver's discretion.

ALL OUR COACHES ARE NO SMOKING

NO NEED TO BOOK AHEAD

**PLEASE PAY ON THE COACH**

OXFORD TO HEATHROW GATWICK

single	£8	£15
day return	£10	£16
period ret	£11	£18

Reduced fares for students and pensioners are not available on X70.

Please phone for season ticket rates.

Informa

... make before travel in case of subsequent revisions.

## GATWICK - HEATHROW to OXFORD

19-MAY-1993 10:03 3E OXF

Gatwick Airport sth. term. bay 8	north term. stop 4	Heathrow Airport † term. 4 bay 17	central bus sta. bay A	Oxford Gloucester Green
0200	0205	0240	0250	0400
0500	0505	0540	0550	0700
		0710	0730	0840
		0810	0830	0940
0800	0805		0900	1010
		0910	0930	1040
		1010	1030	1140
		1110	1130	1240
1100	1105		1200	1310
		1210	1230	1340
		1310	1330	1440
		1410	1430	1540
1400	1405		1500	1610
		1510	1530	1640
		SUNDAYS ONLY	1600	1710
		1610	1630	1740
		SUNDAYS ONLY	1700	1810
		1710	1730	1840
1700	1705		1800	1910
		1810	1830	1940
		1910	1930	2040
		2010	2030	2140
2000	2005		2100	2210
		2210	2230	2340
2300	2305		2340	0100

† Use the free shuttle bus to & from Terminal 4, when there is no through X70.

## X 7 0 I N F O R M A T I O N

24 hour timetable Oxford (0865) 722270

General enquiries Oxford (0865) 711312  
or London 081-668 7261

# OXFORD CityLink

Oxford Bus Company  
395 Cowley Road  
Oxford OX4 2DJ



## LIFE AT LINCOLN: HOUSEKEEPING FACT SHEET

### 1. MEALS

#### Meal Times

All meals are served in Hall at the following times:

#### Monday-Sunday

Breakfast	8:00 a.m.
Lunch	1:00 p.m.
Dinner	7:00 p.m.

If you are on a special diet, please bring your diet identification card with you to every meal.

Coffee is served after Lunch and Dinner in the Junior Common Room (JCR), across from the Bread Loaf office in the Chapel Quad.

#### Signing Out for Meals

Every morning a sign-out sheet for lunch and dinner will be posted on the bulletin board. If you are planning to miss a meal, you **MUST** sign out for that meal by 10:00 a.m. on the day in question. There are two important reasons for this procedure: the kitchen needs a fairly accurate head count for meals; otherwise food is wasted or there is not enough; and Bread Loaf must settle weekly accounts with Lincoln based on attendance at meals. Please make signing out for meals a priority.

#### Guests at Meals

Guests (including Bread Loaf students not on the meal plan) may dine in Hall at the following rates, payable in the Bread Loaf office:

Breakfast:	£3.30
Lunch:	£5.20
Dinner:	£8.00
High Table Dinner:	£10.75

The office **MUST** be notified of lunch and dinner guests by 10:00 a.m. on the day in question.

Your guests can be accommodated at the Mitre for bed and breakfast for £15.15 per day.

### 2. DEEP HALL

Lincoln's very own pub is located underneath the Hall, accessible from the Grove Quad down Stairway 10. Deep Hall is open before lunch and dinner on every day except Sunday. It is perfectly acceptable to grab a pint, a glass of wine or

whatever at Deep Hall and bring it upstairs to have with a meal. The pub also sells wine by the bottle to take away.

Regular Deep Hall hours are:

Monday - Saturday: 11:30 until 1:00; 5:30 until 8:00

Wednesdays and Fridays: Open in the evening until 11:00

Sundays: Closed

### 3. OFFICE HOURS

Once registration is over and things settle down a bit, the Bread Loaf office will be open weekdays at the following times: 9:00 - 11:00 a.m. and 1:30 - 3:00 p.m.

### 4. TELEPHONES

#### Outgoing Calls

Most phones - including the pay phones in Stairway 14 (Lincoln House), Stairway 6 in the Chapel Quad, and Stairway 10 in the Grove Quad - operate with phone cards which can be purchased at the Porter's Lodge, the Post Office, and various shops around town. When the phone card is inserted, a digital display tells you how much money is left on the card; once you're connected, the display counts down so you know how much time is left (and can see it ticking maddeningly away). This system allows you to make direct-dial calls to the States or anywhere else at the lowest rate possible, which is still not so cheap. It is, in fact, far cheaper to call from the U.S. to England as opposed to the other direction, which is a good thing to keep in mind if you plan to spend hours talking with someone at home.

If you want to make collect or credit-card calls to the States, dial 155 for the International Operator. The local operator is 100; Director Inquiries is 194. You can make operator-assisted calls from any phone, including pay-card phones.

Local, collect, and credit-card calls may be made from the Bread Loaf office during office hours. You may also use the Bread Loaf phone for international and long-distance calls by first ascertaining from the operator what the charges will be per minute, timing the call, and paying us in the office. Keep in mind, however, that these calls are no cheaper than calls made with a phone card.

#### Incoming Calls

Be warned that the Lincoln College pay phones have been rigged so that they will not ring, and as a result will not accept incoming phone calls. However, all other pay phones around Oxford do.

You may also arrange to have people call you in the Bread Loaf office during office hours. Please don't arrange to receive a phone call in the office at any other time unless, of course, it is an emergency.

Messages can be left at the Porter's Lodge at any hour of the day (not after 11:00 at night, when the Porters go to sleep).

## 5. LAUNDRY

There are two laundry rooms in Lincoln: one directly downstairs from the Bread Loaf Office (Stairway 8 in the Chapel Quad) and one up two flights in Stairway 15 (across from Lincoln's main gate, next to the book shop). Washers and dryers take 10p coins (40p per wash load; 10p for about 20 minutes of drying time).

The laundry room in Stairway 15 has an ironing board and permanently affixed iron. The other laundry room (Stairway 8) has only an ironing board. Irons can be signed out from the Porter's Lodge.

## 6. MAIL

Mail arrives once a day, first thing in the morning, and is distributed in the Hall at breakfast. The mail remains in Hall throughout the day, though it is moved around to a windowsill or side table.

The Porters will weigh letters and sell postage if they're not too busy. The main Oxford Post Office is located down St. Aldgates Street, on the right just past the Tourist Information office; another, smaller post office is located on Michael's Street near the Nosebag cafe.

## 7. SECURITY

The peace and quiet inside the walls of Lincoln can beguile you into forgetting that Oxford is a big, busy modern city. There is always the possibility of theft, and in past years several items were stolen from the rooms of Bread Loaf students. Unfortunately, we are particularly vulnerable at the beginning of the program when intruders can go unidentified amidst so many unfamiliar faces.

Always lock your door when you leave your room, even if you'll be gone for a short time, and even if your room is in an isolated place. If you live on the ground floor, or if your window looks out onto an accessible ledge, be sure to lock your window when you leave the room as well. (If you lock your keys inside your room, there is a spare at the Porter's Lodge.)

Though the streets of Oxford are perfectly safe during the day, in past years some students have been harassed when walking around alone late at night. If you'll be walking about long after the pubs close, try to go with someone else.





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

July 20, 1994

Dear Colleague:

All grades of students at Bread Loaf are reported by letter. More important than the grade on the transcripts are the brief comments I'll ask you to write on each student's work at the time you submit your grade. These comment cards are enclosed. Comments become a part of the School's records and are most helpful in determining whether to readmit a student; the comments are crucial to the preparation of letters of recommendation. Attached is a statement on School policy regarding these comments since they are included under the Family Educational Rights and Privacy Act of 1974.

I should like to suggest the following scale. Please remember that Middlebury's computer has not been programmed to take Oxford grades:

Description	Oxford	Bread Loaf
A truly exceptional achievement.	A+, A	A+
Excellent work.	A-, A--, AB	A
Very good work at the Master's level.	BA, B++	A-
Good work.	B+?+, B+	B+
Competent performance, entirely creditable, but in the lower range of your class.	B?+, B, B?-	B
Passing, but undistinguished work.	B-, B--, BC	B-
A failure. No credit awarded.	C	C

If you have concerns about any of this, let me know.

Sincerely,

James H. Maddox  
Director

JHM/elh



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

July 14, 1994

To: Bread Loaf Faculty

From: Jim Maddox *Jim*

Accompanying this memo you will find a message to Bread Loaf students concerning the Independent Reading Project. Each year a small number of students carry out these projects over the course of the academic year and then complete the work under the supervision of a Bread Loaf faculty member during the summer.

If a student approaches you this summer about the possibility of an Independent Project and you have the time to advise him or her, you should assist the student in assembling a bibliography and in writing a prospectus for a paper of some 30-35 pages in length. (A perhaps unnecessary word of advice: the greatest problem in the past has been the very general definitions of the topics.)

**The project should grow out of the course in which you have taught the student, or out of a course that the student has already taken at Bread Loaf. A prerequisite for my approval of the project is the grade of A- or better in the relevant course.**

The student will submit a draft of the completed project to the Bread Loaf office in April of next year. I will then ask an appropriate member of the 1995 faculty to read and comment on the draft. The student will then show up at one of the Bread Loaf campuses next June, revised draft in hand, and will take the paper through one last step of rethinking and revising, working during the summer with the professor who read the draft in April. The grade given the finished paper is the grade for the entire Independent Project.

**It is essential that the April draft of the work pass through the Bread Loaf office; the student should not send the draft directly to the faculty member. The reason for this strict rule is the simple one of ensuring uniformity of procedure for all students.**

Bread Loaf will pay an honorarium to faculty members who take on these projects.

If you have any questions about the Independent Projects, don't hesitate to track me down and ask.



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

July 14, 1994

To: Bread Loaf Students  
From: Jim Maddox *Jim Maddox*  
Subject: Independent Reading Projects

If you wish to undertake an Independent Reading Project over the next academic year 1994-95, please read the following guidelines carefully. You might also consult the current Bread Loaf bulletin, page 6.

The Independent Reading Project is not a guided reading program undertaken with a member of the Bread Loaf faculty as a literary correspondence course. The IRP involves a great deal of original scholarship on the student's part, with faculty supervision only at the beginning and the end of the project. The initial consultation about the IRP is therefore of very great importance.

The IRP should be considered an extension and intensification of work in a field that the student has already explored in a Bread Loaf course: the IRP is intended, therefore, to involve the kind of focused work and scholarship usually required for an M.A. thesis.

You should consult your instructor in the course from which your project takes its impetus in order to assure that the project is a responsible one and that you have received some guidance in shaping a thesis and selecting manageable primary texts and major secondary sources. If you have taken a course in a prior year and received an A- or higher from an instructor not now on the faculty, you should consult with a faculty member currently teaching in that area.

Before arranging an appointment with a faculty member, prepare a draft of your proposed subject and a list of the primary texts and secondary sources you intend to explore. Your instructor will assist you in focusing your subject or will suggest additional readings, but you should not expect him or her to devise the project for you.

When you and your instructor have reached agreement on the proposed topic, you should compose a two-page prospectus; ask the instructor to sign the prospectus, then turn it in to the Bread Loaf office. These arrangements **must** be completed by Friday, August 5. This procedure verifies that the faculty member has reviewed the topic and finds that it is one that could be managed in an essay of approximately 30-35 pages. It does not mean that the instructor will provide any further advice during the subsequent academic year or accepts any responsibility for reading it the following summer.

I will review your proposal in the fall after your grade in the course and your faculty's comments have been recorded. I will approve your project only if your grade is high enough (A- or better) to suggest that you can undertake the project on your own with every expectation of success.



You should **not** solicit further guidance from any faculty member after the Bread Loaf session. I will be happy to discuss any problems that arise as you begin writing, especially if your thesis changes direction or moves to a more precise focus after you have completed your reading.

You must submit by April 1, 1995, a draft of your project as well as a report on any changes in your reading list; send this draft to Elaine Hall at the Bread Loaf office. (Incidentally, since the entire process from this stage onward involves essentially the multiple revising of drafts, you would be best advised to locate a word-processor you can use if you don't already have one.) If the project appears to be developing satisfactorily, you will at that time be enrolled in the IRP for the coming summer session and charged for a third course (unless the IRP is to be considered as one of your two courses for the summer). The IRP has the same cost as a normal Bread Loaf course.

On registration day, you must submit a revised draft of your project to the Bread Loaf office. I will then forward a draft to the member of the 1995 faculty who will serve as your reader. If you do not submit a draft, your project will be automatically canceled and you will not be billed if you were taking the IRP as a third course. If you continue, you will work with your reader during the course of the summer to revise and refine the project and to incorporate the faculty member's suggestions into the work. This may involve some additional reading, but the major emphasis will be on the revision of what you have already written. Your final grade for the project will be determined by the faculty reader. As with all courses at Bread Loaf, your grade must be a B- or better to earn three credits.

BREAD LOAF SCHOOL OF ENGLISH  
Oxford

Dear Bread Loaf Student:

I'd be very grateful for your assessment of Bread Loaf, Oxford 1994: the program, the faculty, and life at Lincoln College. Please mention what went well and what did not; please give a frank assessment of the faculty and your courses. Thank you in advance for any comments you contribute: feel free to add any comments that don't fall into the two large categories below.

Sincerely,

*Jim Maddox*  
James Maddox

1. Evaluation of faculty and courses:

2. What are your assessments of the non-academic aspects of this summer's experience (social, domestic, etc.)?

**OXFORD STATISTICS**



**1994 Bread Loaf School of English, Oxford**

**New Students**

Jeremiah Champion  
Diana Clower  
Kristen Comparetto  
Margaret Giles  
Danielle Gustafson  
Douglas Hebbard  
Leanne Self  
Charles Shaw  
Dean Woodring

## **1994 Bread Loaf School of English, Oxford**

### **Rural Teachers of English Fellows**

#### Second Year (2)

Mary Heers  
Clayton Rowley

Mendon, Utah  
Netherlands

#### Third Year (1)

Leslie Shaw

Turners Falls, Massachusetts

#### Fourth Year (3)

Patricia Ellison  
Claudia Gordon  
Carolyn Stewart

Tacoma, Washington  
Winthrop, Washington  
Willits, California

#### Fifth Year (2)

Cathy Harris  
Sandra Robey

Saint Francis, South Dakota  
Traverse City, Michigan

#### Sixth Year (1)

Magdalena Villarreal

Limestone, Maine

### **DeWitt Wallace/Reader's Digest Fellows**

#### Second Year (3)

Mary Burnham  
Allison Holsten  
William Rich

Newbury, Vermont  
Palmer, Alaska  
Montpelier, Vermont

## **1994 Bread Loaf School of English, Oxford**

### **Named Scholarships**

The Lillian Becker Memorial Scholarship: Mary Santerre

The Reginald and Juanita Cook Scholarship: Barbara Wilson

The Beth Cubeta Memorial Scholarship: Samuel Intrator

The Pauline Feicht Decker Memorial Scholarship: Brian Kelly, Kristen Kelly

The Laurence B. Holland Memorial Scholarship: Mark Lambert

The John M. Kirk, Jr. Memorial Scholarship: Blair Birdsey

The Charlie Orr Memorial Scholarship: Timothy Pratt

The William Sempere Memorial Scholarship: Cathy Harris

The Lucy and Wylie Sypher Scholarship: Kimberly Kubik-Keene

The Ruth Walzer Memorial Scholarship: Melanie Menagh

Clemson Writing in the Schools Grants: Mary Reed, Traci Saxton, Sally Zitzmann

Teacher/Research Grants: Robert Baroz, Leslie Shaw, Dean Woodring



# 1994 Bread Loaf School of English

## General Statistics - Oxford

Student Attendance by states:  
(according to applications)  
24 states; 1 foreign country

Arizona	1	Candidates for M.A.	60
Alaska	2	Candidates for M.Litt.	6
California	5	Candidates for M.M.L.	0
Georgia	2	Undergraduates	0
Hawaii	1	Continuing Education	4
Maine	1	Undesignated	0
Maryland	1	Auditor	0
Massachusetts	14		
Michigan	1	***	
Minnesota	2		
Montana	2	Off Campus Students	6
New Hampshire	1		
New Jersey	4	Pre-1989 B.A. or B.S. degrees	43
New York	8		
Ohio	2	Average age of students	35
Pennsylvania	5	Median age of students	32
South Carolina	1	Students Under 21	0
South Dakota	1	Students 21-25	8
Texas	3	Students 26-30	21
Utah	1	Students 31-35	11
Vermont	5	Students 36-40	9
Virginia	3	Students 41-50	17
Washington	1	Students 51 & over	4
Washington DC	1		
Netherlands	1	Private School Teachers	28
		Public School Teachers	29
		College & Jr. College Teachers	2
***		Undergraduates	0
		Graduate Students	1
Oxford Student Enrollment	70	Ph.D. Students	0
Men	25	Unemployed	4
Women	45	Other Occupations	6
Former Students	61		
New Students	9	Working for 9 credits	8
		Working for 6 credits	62
Number of Courses	13	Working for 3 credits	0
Total Number of Faculty	11		
Faculty teaching one course	8		
Cancellations	36		
1994 M.A. Degrees, Oxford	18		
1994 M.Litt. Degrees, Oxford	0		
Financial Aid Students, Oxford	45?		

### 1994 Bread Loaf School of English: **Faculty Load**

<u>Faculty</u>	<u>Total</u>	<u>Breakdown</u>
Bradshaw, David	3	3
Burgess, Tony	9	5 + 4 ISP
Cunningham, Valentine	1	1
Donadio, Stephen	4	2 + 1 IRP + 1 ISP
Gray, Douglas	6	6
Johnson, Jeri	8	6 + 2 ISP
Kay, Dennis	12	7 + 5
Smallwood, Robert & Wood, Nigel	12	12
Wilders, John	11	8 + 3
Young, Robert	11	6 + 5

### 1994 Bread Loaf School of English: **Course Enrollments**

125. Independent Tutorial	Staff	6
126. Independent Winter Reading Project	Staff	2
504. Seventeenth-Century Poetry	Wilders	3
515. A Botched Civilization: English Literature and Cultural Hierarchy, 1895-1932	Bradshaw	3
518. Shakespeare: On the Page and On the Stage	Smallwood/Wood	12
526. Shakespeare's Comedies in Performance	Wilders	8
528. Shakespeare and Jacobean Drama	Kay	5
529. Gothic Romanticism	Young	6
533. Writing, Discourse, and Culture	Burgess	5
534. English Literary Satire in the Classical Age and Afterwards	Cunningham	1
560. Virginia Woolf	Johnson	6
565. American Encounters with Europe	Donadio	2
566. Drama Before Shakespeare	Gray	6
567. Reading Elizabethan Culture	Kay	7
568. Postcolonial Literature and Theory	Young	5

## **1994 Bread Loaf School of English, Oxford**

### **Continuing Graduate Education Students**

Mary Burnham  
Jeremiah Campion  
Teresa Conlan  
Douglas Hebbard

### **Students Taking Two Courses**

Robert Baroz (Tutorial)  
Meaghan Dowling (IRP)  
David Gilbert (Tutorial)  
Alexandra Mahoney (Tutorial)  
Mary Reed (Tutorial)  
Sandra Robey (IRP)  
Traci Saxton (Tutorial)  
Barbara Wilson (Tutorial)

### **Candidates for the Degree of Master of Arts**

Blair Kloman Birdsey  
Meaghan Hundley Dowling  
David Grant Gilbert  
Claudia Lynn Gordon  
Samuel M. Intrator  
Brian Dennis Kelly  
Kristin G. Kelly  
Alexandra Elizabeth Mahoney  
Mary E. Pruitt-Reed  
Robert H. Raven  
Sandra Robey  
Stephanie Marie Ruenzel  
Mary Ann Smith Santerre  
Traci Lee Jenkins-Saxton  
Leslie A. Shaw  
Catherine L. Stevens  
David Brown Vickers  
Barbara Bauman Wilson



## **Declined to Waive**

Oxford 1994

Jane N. Caldwell  
Ben Hale  
Allison Holsten  
Samuel Intrator  
Nancy Olson  
Leslie Shaw  
Barbara Wilson

**OXFORD - COMMENCEMENT**

MIDDLEBURY COLLEGE



The Bread Loaf School of English  
at  
Lincoln College, Oxford



Seventeenth Summer

Commencement Ceremony

THE LINCOLN COLLEGE CHAPEL

SATURDAY, AUGUST 13, 1994

4:30 P.M.



1994

Candidates for the Degree of Master of Arts

**BLAIR KLOMAN BIRDSEY  
MEAGHAN HUNDLEY DOWLING  
DAVID GRANT GILBERT  
CLAUDIA LYNN GORDON  
SAMUEL M. INTRATOR  
BRIAN DENNIS KELLY  
KRISTIN G. KELLY  
ALEXANDRA ELIZABETH MAHONEY  
MARY E. PRUITT-REED  
ROBERT H. RAVEN  
SANDRA ROBEY  
STEPHANIE MARIE RUENZEL  
MARY ANN SMITH SANTERRE  
TRACI LEE JENKINS-SAXTON  
LESLIE A. SHAW  
CATHERINE L. STEVENS  
DAVID BROWN VICKERS  
BARBARA BAUMAN WILSON**

Processional

Introductory Remarks

**STEPHEN DONADIO**, B.A., M.A., Ph.D.  
*Kernan Professor of American Literature and Civilization,  
Middlebury College and  
Director of the Bread Loaf School of English,  
Lincoln College, 1994*

Introduction of Commencement Speaker

**ALEXANDRA MAHONEY**

Commencement Address

**JOHN WILDERS**, M.A., Ph.D.  
*John Hamilton Fulton Professor of the Humanities, Middlebury College  
Emeritus Fellow of Worcester College, Oxford  
Senior Advisor to the Bread Loaf School of English at Oxford*

Conferring of the Degree of  
Master of Arts

**STEPHEN DONADIO**

Concluding Remarks

Recessional

PANICULUM



**SANTA FE CORRESPONDENCE**



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

11 May 1994

Dear Bread Loaf/Santa Fe Student:

The time for the opening of the Bread Loaf session at St. John's College in Santa Fe is rapidly approaching, and I am writing to give you some of the details you will need as you plan for your trip to Santa Fe.

Let me get the crass business out of the way first. Bills for the Bread Loaf session are due and payable upon receipt; there is a late fee assessed for bills not paid by the due date. All bills must be paid in full to Middlebury College before Registration Day.

Now for planning your trip. Our contract with St. John's College names noon, Tuesday, June 28, as the earliest time you can take up occupancy at St. John's.

If you are staying at St. John's, you are of course cordially invited to remain for the commencement exercises on August 11. We need, however, to inform St. John's of the number of you staying the night of the 11th, through breakfast of the 12th. In either event, please check at the appropriate place on the enclosed form and return to Elaine Hall, Bread Loaf School of English, Middlebury College, Middlebury, Vermont 05753.

Luggage may be stored at St. John's for a brief time if you are not leaving Santa Fe itself promptly on the 11th.

As for getting there: there are no commercial flights to Santa Fe itself. Many people regard this as a blessing, one of the causes of Santa Fe's remaining for so long a relatively small city. Perhaps you too will end up being of that opinion; but for the moment we need to decide how to get you to Santa Fe. If you will be flying, get a flight into Albuquerque, which is about 55 miles south of Santa Fe. From the Albuquerque airport, you can catch a "Shuttlejack," a bus that will get you to the Inn at Loretto in downtown Santa Fe in 75 minutes.

Alternatively, you might think of renting a car--although I am aware that this is a major budget item. I raise this possibility, not because you need a car to get to Santa Fe, but because there are so many stunning sites to visit, within easy striking distance by car from Santa Fe. You should check out different companies to get the best deal for yourself. Even if you think you would like to rent a car just for a week-end, I would advise looking into fees and consider renting it for a week. (Sometimes renting a car for 3 or 4 days is, curiously, more expensive than renting it by the week.) There are many rental companies at or near the Albuquerque airport; there are considerably fewer rental companies in Santa Fe itself.

A couple of words to the wise, if you're thinking of renting a car. First, check with your insurance company, to see whether you are covered in a rental car; coverage is transferable on many policies, and so you can save the insurance that some rental companies rather disingenuously try to persuade the renter to buy. Second, make advance reservations, choosing the size car you feel you'll need, and don't let the agent on the spot talk you up to a more expensive car--as some agencies try to do. (I've even had agents insist that the "small engine" in the car I was renting just couldn't hack it in the higher altitude of Santa Fe: this is not the case.)

If you're going to Santa Fe by bus ("Shuttlejack"), you should get off at the Inn at Loretto, call a taxi, and ask to be taken to St. John's College. If you're driving in on I-25 from the south (from the Albuquerque direction), take the Old Pecos Trail exit. Take a left at the stop sign (this will be northbound). Stay on Old Pecos Trail, look for signs for St. John's, and simply follow them. If you are coming south on I-25, from the direction of Las Vegas, New Mexico, take the Old Pecos Trail exit and follow the same directions. If you're coming south from the direction of Taos and Espanola, stay on St. Francis Drive (the street you come in on) until you intersect with Cordova Road. Make a left on Cordova (eastbound). Go east until you can go no further and make a left at the stop sign. Look for St. John's College signs and follow them. (A note from my own experience: no matter which of these directions applies to you, you will make your next-to-last turn onto Camino Monte Sol; I find that it's easy to miss the next--and last--turn: go about 500 yards on Camino Monte Sol and take a right onto Camino de la Cruz Blanca. This will take you straight to St. John's.)

Once at St. John's, you should park temporarily in the visitors' parking spaces and go into Peterson Student Building. There you will be greeted by the two Bread Loaf assistants (both of them Bread Loaf graduates), Alfredo Lujan and Larry Abbott. (Alfredo is himself a Santa Fe native, and he will be an invaluable resource throughout the summer for all sorts of questions you might have. Both Alfredo and Larry have been the Assistants to the Director at Bread Loaf/Santa Fe since the first summer, 1991.) Alfredo and Larry can direct you to your rooms and answer your questions.

Correspondents should send mail to you at the following address: (**your name**), St. John's College, c/o Bread Loaf, 1160 Camino de la Cruz Blanca, Santa Fe, New Mexico 87501.

Bread Loaf will have its own office phone, but we have not yet been informed of the number. Your own incoming and outgoing calls can be handled on the pay phones located in each dormitory. The St. John's College phone number is (505) 982-3691.

Since there will not be check-cashing services at Bread Loaf/Santa Fe, you should bring travellers' checks with you for the summer's expenses.

Students living at St. John's will be provided weekly with linen (a pillowcase, 2 sheets, 2 towels, and wash cloth), as well as a pillow and blanket and soap. So, unless for special reasons you need more than the above, you won't need to transport those items to Santa Fe.

There are coin-operated laundry facilities in each of the St. John's dormitories.

Hot plates, coffee pots, and cooking equipment of all sorts are forbidden in the dormitories.

Health care, except for the most rudimentary sort, will not be available at the St. John's campus itself; the nearest hospital is approximately 10 minutes away from St. John's. You should definitely have with you at all times your insurance ID card during the Bread Loaf session. The enclosed health form should be filled out and brought with you to be turned in to the Bread Loaf office upon arrival.

If you would like a short list of Santa Fe day-care centers, please call Elaine or Marilyn at the Bread Loaf office, (802) 388-3711, ext. 5418.

Now for the weather. The most frequent misconception I come across about Santa Fe is the idea that since Santa Fe is in the Southwest, it's very, very hot. But Santa Fe is quite different geographically and climatically from, say, Phoenix (which is very, very hot). Santa Fe is 7000 feet above sea level, and this altitude has several effects. First, especially for the first couple of days there, if you exercise strenuously, your lungs will very clearly let you know that you are at 7000 feet, with considerably thinner air. You will find, however, that you will acclimate fairly quickly to this change in altitude. Second, the thinner air does cause some



people to sunburn more easily, and local experts advise wearing hats if you're out for long periods of time. Third, although in these Greenhouse Effect days every place can be hot, Santa Fe can be cool, even in the summer. Here's a description of the weather (quoted from **Frommer's Santa Fe, Taos, and Albuquerque**, a guide as useful as any other I've seen): "Santa Fe is consistently 10 degrees cooler than the nearby desert but gets the same sunny skies, averaging more than 300 days of sunshine out of 365. Midsummer (July-August) days are dry and sunny (around 80 degrees), with brief afternoon thunderstorms common; evenings are typically in the upper 50s." So the common-sense advice is: bring summer clothes for warm, even hot weather (for even Santa Fe can have an occasional Phoenix-like day), but also bring some light wraps (especially, for example, if you plan to attend the Santa Fe Opera or other evening events).

The first meal at St. John's will be dinner on the evening of June 28. Most of you are on the meal plan at St. John's; if you are living off-campus, you may purchase tickets for any meals you choose to take at St. John's. Breakfast will be served from 7 to 9, lunch from 11:30 to 1:00, and dinner from 5:30 to 6:30. There is one major difference between the arrangement of meals at Santa Fe and meals at Vermont and Oxford: Bread Loaf shares the St. John's campus with other groups from around the country, so you will have the opportunity, if you wish, to meet and dine with people who aren't spending all their waking hours thinking about literature and writing.

Following dinner the first evening, there will be a short ceremony of welcome presided over by Lucy Maddox, the on-site director at Santa Fe. There will be an informal reception after the ceremony, when you will have the opportunity to meet (or re-greet) your fellow students and the Bread Loaf faculty.

The St. John's bookstore has ordered a very small number of each book to be used in the Bread Loaf courses, but their expectation is that most of you will bring the texts with you.

There will be a small number of computers (Macs and IBMs) available for use by students. Even though we increased the number of computers on hand very substantially last summer, we encourage you to bring your own--especially if you have an easily portable model. If you wish, you may ship your own computer to St. John's at the following address: (your name), St. John's Mailing Room, c/o Bread Loaf, 1160 Camino de la Cruz Blanca, Santa Fe, New Mexico 87501. (Be sure to display your own name on the outside of the shipping box.)

St. John's is about 2 miles from the Plaza, the center of Santa Fe. A St. John's van makes a round trip to the Plaza every afternoon at no charge.

Because of the combination of high enrollments and the large number of small seminars, I regret that non-enrolled spouses will not be able to audit Bread Loaf/Santa Fe courses this summer; enrolled students will be able to audit only with the instructor's permission.

There are many wonderful things to do in Santa Fe. There are museums: the Palace of the Governors, the Museum of Fine Arts, the Museum of International Folk Art, the Museum of Indian Arts and Culture, the Wheelwright Museum of the American Indian (to go no further). The final three of these I've just mentioned are located very near St. John's.

I would also recommend the galleries in Santa Fe, both those showing contemporary art and those showing Native American pottery, weavings, baskets, etc., mainly of the nineteenth and twentieth centuries. These galleries are bunched in two locations: around the Plaza and along Canyon Road.

If you're interested in venturing outside Santa Fe (and I strongly urge you to do so), there are various options.

During the summer, St. John's will sponsor its own field trips to various natural and cultural sites around Santa Fe. Bread Loaf students are invited along for a small fee, although St. John's own students have first priority. (The St. John's itinerary of trips has not yet been announced.)

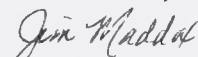
If you have a car, there are, as I've already mentioned, multiple possibilities for places to go--far more than I can list here. Nevertheless, let me name a few. A very nice day-trip could take you up north through the Hispanic town of Chimayo, with its beautiful (and fabled) early-nineteenth-century church, and then on to Taos and Ranchos de Taos (with its own splendid church) and Taos Pueblo. Albuquerque, 55 miles south, has far more attractions than you could cover in a single day. If you're interested in longer expeditions, perhaps over a weekend, then think of going to Acoma Pueblo, west of Albuquerque. You might consider visiting the two most spectacular archaeological sites in this part of the world, Mesa Verde and Pueblo Bonito in Chaco Canyon. And if you really want to hit the highway, it's possible to go to astonishing Canyon de Chelly, the Hopi Pueblos in Arizona, or even the Grand Canyon. (You should read all this advice in the context of Lucy's profound conviction that I always try to see too much in too short a time.)

For more detailed advice about trips out from Santa Fe, long or short, speak with Alfredo, Larry, Lucy, or the local people you'll soon start meeting.

Santa Fe is also famous for its opera and for its Chamber Music Festival. If you are interested in attending any of these performances, I would advise calling or writing to make reservations; tickets to both are in high demand.

I will simply curtail my descriptions at this point, so that this letter doesn't get impossibly long. I myself regret that I will be joining you in Santa Fe for only about five days. With some envy, I wish you a very enjoyable and productive six weeks in Bread Loaf's fourth summer in Santa Fe.

Best wishes,



James Maddox  
Director

JHM/elh

P.S. As of the date of this mailing, we still need assistants to work in the Bread Loaf Computer Center at Santa Fe; for twenty hours' work a week, an assistant is paid \$1,800, the fee for room and board. It may also be possible for assistants to sign on for half this amount of time and half this pay. If you are interested, please contact Elaine Hall at once (802-388-3711, ext. 5360).



# Bread Loaf School of English

Return to Bread Loaf Office  
Sunderland 220  
by JUNE 10

Name \_\_\_\_\_ LAST FIRST

Date of Birth: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Tel: (\_\_\_\_) \_\_\_\_\_

S.S. # \_\_\_\_\_

## HEALTH FORM

INSTRUCTIONS: This form must be completed, signed, and submitted in order for you to attend Middlebury College. The information will be held in confidence as part of your health records at the College. Contents of your health file will not jeopardize your admission to Middlebury College. *It is in your interest that your health records be complete.* Please attach additional sheets if necessary.

Please return the completed forms to the address above. Thank you for your cooperation.

### PERSONAL HEALTH HISTORY

Have you ever had or have you now: (Please check and describe at right of each item)

	YES	NO	YEAR	COMMENTS		YES	NO	YEAR	COMMENTS
Migraine					Jaundice or hepatitis				
Frequent or severe headache					Rectal disease				
Fainting spells					Kidney or bladder infection				
Concussion or severe head injury					Kidney stone				
Head or neck x-rays or radiation treatments					Albumin or blood in urine				
Sinusitis					Mother used D.E.S. during pregnancy with you				
Hearing loss					Abnormal pap smear				
Other ear, nose & throat trouble					Fibrocystic breasts				
Eye trouble other than for glasses					Bone, joint, or other deformity				
Asthma					Shoulder dislocation				
Cigarette or other tobacco use					Knee problems				
Pneumonia					Recurrent back pain				
Chronic Cough					Neck and/or back injury				
Tumor or Cancer					Broken bones				
High blood pressure					Swollen or painful joints				
Rheumatic fever					Arthritis, rheumatism or bursitis				
Heart Trouble					Paralysis				
Tuberculosis or positive TB test					Diabetes or sugar in urine				
Pain or pressure in chest					Thyroid trouble				
Lyme Disease					Skin disease				
Congenital heart disease					Pilonidal cyst				
Mitral valve prolapse					Epilepsy or seizure disorder				
Elevated cholesterol					Malaria				
Blood disorders					Mononucleosis				
Anemia					Learning disability				
Shortness of breath					Obesity				
Severe or recurrent abdominal pain					Positive HIV Antibody test/AIDS				
Hernia					Vegetarian				
Ulcer (duodenal or stomach)					Chronic Fatigue Syndrome				
Irritable bowel syndrome					Eating disorder				
Inflammatory bowel					Problems with alcohol or drug use				
Lactose intolerance					Serious depression				
Self-induced vomiting					Excessive worry or anxiety				
Gall bladder trouble or gallstones					Sexually transmitted diseases				



Please check each item "YES" or "NO."  
For every item checked "YES," please explain fully in blank space on right

		Have you ever experienced adverse reactions (hypersensitivity, allergies, upset stomach, rash, hives, etc.) to:	If yes, please explain fully: type of reaction, your age when the reaction occurred, and how often the experience has occurred.)
YES	NO		
<input type="checkbox"/>	<input type="checkbox"/>	Penicillin	_____
<input type="checkbox"/>	<input type="checkbox"/>	Sulfa	_____
<input type="checkbox"/>	<input type="checkbox"/>	Other antibiotics (Name: _____)	_____
<input type="checkbox"/>	<input type="checkbox"/>	Aspirin	_____
<input type="checkbox"/>	<input type="checkbox"/>	Codeine	_____
<input type="checkbox"/>	<input type="checkbox"/>	Other pain relievers (Name: _____)	_____
<input type="checkbox"/>	<input type="checkbox"/>	Horse serum	_____
<input type="checkbox"/>	<input type="checkbox"/>	Local anesthetics	_____
<input type="checkbox"/>	<input type="checkbox"/>	Other drugs, medicines, chemicals (Name: _____)	_____

YES	NO	Are you allergic to:	
<input type="checkbox"/>	<input type="checkbox"/>	Foods (please list) _____	Name of allergist: _____
<input type="checkbox"/>	<input type="checkbox"/>	Stinging insects (please specify) _____	Address: _____
<input type="checkbox"/>	<input type="checkbox"/>	Molds, pollen _____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Animals (please specify) _____	Telephone: (    ) _____
<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify) _____	Date series begun: _____
<input type="checkbox"/>	<input type="checkbox"/>	Do you receive allergy desensitization injections?	Please describe any adverse reactions to these injections: _____
<input type="checkbox"/>	<input type="checkbox"/>	Do you wish to continue allergy desensitization injections at Middlebury College Health Center? If so, please supply the information in the right-hand column.	_____
			_____
			_____

—Please bring your serum with you, along with complete directions and a schedule for the injections—

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Do you use medicine regularly? Please list any drugs, medicines, chemicals, vitamins and minerals (both prescription and non-prescription) you use and indicate how often you use them. We recommend that you bring what you anticipate needing.
		(Name) _____
		(Name) _____
		(Name) _____

Please indicate year for any of the following childhood illnesses you have experienced:

Chickenpox \_\_\_\_\_ Measles \_\_\_\_\_ Rubella (German Measles) \_\_\_\_\_

Diphtheria \_\_\_\_\_ Mumps \_\_\_\_\_ Scarlet Fever \_\_\_\_\_

YES NO

☐ ☐

Have you ever had any problems for which you have received counseling or psychotherapy? If so, please describe.

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YES NO

☐ ☐

Have you ever been a patient in any type of hospital? (If yes, specify when, where and diagnosis.)

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YES NO

☐ ☐

Have you had any operations? (If yes, please describe and give year in which they were performed.)

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YES NO

☐ ☐

Have you ever had any serious illnesses or injuries other than those already noted? (If yes, specify when and where and give details.)

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YES NO

☐ ☐

Do you use corrective eyewear?

Please copy your prescription(s) here:

Eyeglasses: prescription:

---

Contact lenses: prescription:

---

Note: We recommend that you bring an extra pair.

Has any blood relative of yours had any of the following?

Diabetes

High blood pressure

Stroke

Cancer (Type: \_\_\_\_\_)

Heart attack before age 55

Cholesterol or blood fat disorder

Alcoholism

Sickle cell anemia

Glaucoma

YES NO RELATIONSHIP


Depression

Other serious illness (specify):

---

If either parent or any sibling is deceased, please list relationship to you, age at death, and cause of death.

---



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YES NO RELATIONSHIP


### IMMUNIZATIONS

VACCIINE TYPE	MONTH, DAY & YEAR FOR EACH DOSE					10 YEAR BOOSTER
	1	2	3	4	5	
DPT or Td (Diphtheria, Pertussis, Tetanus or Tetanus, Diphtheria)						
Polio - not required after 18th birthday						
Measles (red or hard measles) check type: <input type="checkbox"/> Live <input type="checkbox"/> Killed* <input type="checkbox"/> Unknown *reimmunization required	Vaccine Titer Disease	Date: ____/____/____ Date: ____/____/____ Date: ____/____/____				
Rubella (3-day or German measles)	Vaccine Titer Disease Result: _____	Date: ____/____/____ Date: ____/____/____ Date: ____/____/____ Was disease diagnosed by a physician?				

Measles and rubella vaccine - must be repeated if administered before first birthday.

Have you ever had to discontinue study or restrict activities because of physical or nervous disturbances? If yes, explain fully.

Have you ever had any limitation placed on the amount and type of physical exercise? If yes, explain fully

#### SOURCES OF HEALTH CARE

Please list the names, addresses, and telephone numbers of physicians, psychologists, or other health caregivers you now consult.

Name_____Field_____	Name_____Field_____
Address_____	Address_____
City, State_____	City, State_____
Tel. (     )_____	Tel. (     )_____

#### HEALTH INSURANCE COVERAGE

Please list below any current insurance coverage such as Blue Cross/Blue Shield, public assistance, or private insurance.

INSURANCE COMPANY	ADDRESS	GROUP/POLICY NUMBER
_____	_____	_____
_____	_____	_____

#### EMERGENCY NOTIFICATION

In case of emergency please notify:

Name\_\_\_\_\_

Relationship\_\_\_\_\_

Street\_\_\_\_\_

City\_\_\_\_\_State\_\_\_\_\_

Zip\_\_\_\_\_Telephone (     )\_\_\_\_\_

Work Telephone (     )\_\_\_\_\_

In case of emergency please notify:

Name\_\_\_\_\_

Relationship\_\_\_\_\_

Street\_\_\_\_\_

City\_\_\_\_\_State\_\_\_\_\_

Zip\_\_\_\_\_Telephone (     )\_\_\_\_\_

Work Telephone (     )\_\_\_\_\_

My signature below indicates that:

- I consent to medical and nursing treatment by the staff at the Health Center.
- the information on this form is correct and complete to the best of my knowledge.
- I understand that Middlebury College views my health as chiefly my responsibility.
- If I require services, prescriptions, or referrals beyond the primary care services available at Parton Health Center, I shall assume the financial responsibility or negotiate satisfactory arrangements with the caregiver.
- I hereby authorize the release of any information on file pertaining to my condition of health. I understand that my contacts with health and counseling services are held in confidence but that confidentiality may be broken if my life or that of any other person is in danger.

DATE

SIGNATURE OF STUDENT

DATE

SIGNATURE OF PARENT OR GUARDIAN  
(required if student is not yet 18 years old or if insurance listed  
above is in parent's or guardian's name)

IF YOU HAVE ANY QUESTIONS, CALL THE HEALTH CENTER AT 388-3711, ext. 5135



Bread Loaf School of English  
Middlebury College

**ACCIDENT INSURANCE**

Middlebury College does not provide sickness insurance, but does automatically provide accident insurance for students while they are enrolled in the summer session.

Boston Mutual Life Insurance Company will pay for the expense of treating injuries up to a total of \$2,000 for any one accident. The company will cover the first \$100 of an accident. Claims in excess of \$100 will be paid only to the extent that they are not payable under the terms of other policies covering the student.

Covered treatment includes x-rays, laboratory tests, surgery, physician's visits, nursing care, hospital care and treatment, and prescription drugs. The expense for dental treatment of injuries to sound natural teeth is limited to \$1,000.

**Claims:** In the event of an accident, claims should be reported to Boston Mutual Life Insurance Company, Claims Division, 120 Royall Street, Canton MA 02021 within 30 days from the date of the accident. Medical bills must be submitted within 90 days from date of treatment. Claim forms are available from the Parton Health Center, Middlebury College (802-388-3711, Ext. 5135). If you have any questions concerning the limitations and exclusions of this plan or filing a claim, please contact Walter S. Sussenguth and Associates, the plan administrator at the above address, or use the toll-free number: 1-800-669-2668, Ext. 445.

The insurance will be effective for the periods indicated below:

English School, Vermont	21 June - 6 August 1994
English School at Lincoln College, Oxford*	4 July - 14 August 1994
English School at St. John's College, Santa Fe	28 June - 11 August, 1994

\*Under Britain's medical program, you must have medical coverage to meet the treatment of medical conditions and problems you have on arrival in Britain. National Health will, at the discretion of our doctor, meet expenses of emergencies encountered during the summer. Expenses of hospitalization are paid by National Health under normal circumstances. Be sure to bring your medical insurance forms for claiming expenses under your own medical insurance plan.

## SEXUAL HARASSMENT

Sexual harassment is a violation of an individual's basic civil rights and will not be tolerated by Middlebury College. Sexual harassment is against the law and violates Middlebury College's Policy.

Middlebury College's Harassment Policy Statement (1992) prohibits harassment based on sex, sexual orientation, race, religion, national origin, age or physical ability. This policy states:

**"As an educational institution, Middlebury College is committed to maintaining a campus environment where bigotry and intolerance, including discrimination on the basis of sex, sexual orientation, race, ethnicity, religious beliefs, physical ability or age have no place, and where any form of coercion or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable. Harassment, as defined below, is antithetical to the mission of this College. In addition, many forms of harassment have been recognized as violations of the civil rights laws by the Federal Courts, by the U.S. Equal Employment Commission, by the State of Vermont and by the U.S. Department of Education.**

Middlebury College defines harassment as verbal or physical conduct which on the basis of sex, sexual orientation, race, religion, national origin, age or physical ability has the purpose or effect, from the point of view of a reasonable person, either of interfering with an individual's educational or work performance or of creating an intimidating, hostile or offensive educational, work or living environment. Harassment includes such conduct specifically directed at an individual or a small group of individuals and expresses hatred or contempt on the basis of stereotyped group characteristics or because of a person's identification with a particular group. Harassment also includes violence in word or deed or attempts to incite violence directed against members of these groups because of their group identification. In addition, harassment may include repeated slurs, or taunts in the guise of a joke, or disparaging references to others, when such conduct is based on sex, sexual orientation, race, ethnic origin, religion, physical ability or age.

With specific reference to sexual harassment, in addition to conduct which creates a hostile environment, sexual harassment includes what a reasonable person would judge to be unwelcome sexual advances or requests for sexual favors which explicitly or implicitly affect educational or employment decisions concerning an individual. Those in positions of authority must recognize that in their relationships with subordinates and students there is always an element of unequal power. It is incumbent upon those with authority not to abuse the power with which they have been entrusted.

Moreover, Middlebury College embraces the ethical standard set forth by the American Association of University Professors, which holds that a professor, in order to encourage the free pursuit of learning, must avoid any exploitation of students for his/her private advantage. Accordingly, faculty and staff members should be aware that romantic and sexual involvements with students over whom they have direct or indirect authority are discouraged by Middlebury College, even though such involvements need not always constitute a form of sexual harassment.

Middlebury College recognizes that the protection of free and open speech and the open exchange of ideas is essential to any academic or artistic community, crucial for the activities of scholars and artists. It is, therefore, an important element in the "reasonable person standard" to be used in judging whether harassment has occurred. This harassment policy statement is meant neither to proscribe nor to inhibit discussions, in or out of the classroom, of complex, controversial or sensitive matters, including sex, sexual orientation, race, ethnicity, religious orientation, age or physical ability, when in the judgement of a reasonable person they arise appropriately and with respect for the dignity of others. Middlebury College is a community of learners and as such recognizes and affirms that free and honest intellectual inquiry, debate, and constructive dialogue are vital to the academic mission of the College and must be protected even when the views



expressed are unpopular or controversial. Middlebury College also recognizes, however, that verbal conduct can be used specifically to intimidate or coerce and to inhibit genuine discourse, free inquiry and learning. Such abuses are unacceptable. If someone believes that another's speech or writing is offensive, wrong or hurtful, he or she is encouraged to express that judgement in the exercise of his or her own freedom of speech or to seek redress when appropriate.

Middlebury College maintains that all members of its community have the right to participate in the life of the College without harassment or intimidation. The College remains firmly committed to protecting these rights for all members of the College community."

It is important to recognize that both men and women are affected by and can be the recipients of sexual harassment. Sexual harassment can occur between a faculty member and a student, a supervisor and a student employee, an adviser and a student, a staff person and a student, or between two students. Sexual harassment may also occur between a supervisor and an employee, two members of the staff, two members of the faculty, or a faculty member and a staff person. Sexual harassment may also involve groups of people.

Examples of possible sexual harassment include, but are not limited to, the following:

- repeated homophobic graffiti on an individual's message board
- intrusive questions about one's personal life
- intimidation, hostility, or condescension which is based on a person's gender or sexual orientation
- repeated slurs, taunts, or humiliating jokes when such conduct is based on sex or sexual orientation
- repeated requests for socializing when a person has indicated he/she is not interested
- unwanted physical contact such as touching, pinching, brushing up against, patting or rubbing a traditionally sexual part of a person's body
- trapping a person or in some way blocking movement
- demands or requests for sexual favors accompanied by threats about grades, recommendations, or your job.
- promises of preferential treatment in exchange for sex
- touching a person on a traditionally non-sexual part of the body after that person has indicated no desire for such physical contact
- continuing to write suggestive notes or letters after being informed they are unwelcome
- harassment, or retaliation of any kind for having previously filed a complaint

**What you can do to protect yourself:**

- Be sure the harasser knows you do not welcome this treatment and be clear about your limits: say "no" or "stop"
- Avoid answering personal questions
- Document where, when, and how you are being harassed

If you would like to speak to someone regarding harassment, the following campus resources are available to listen to you, inform you of your rights and also what options are available to you:

Staff:	Ted Mayer	5345
	Judy Olinick	5532
	Judy Watts	5499
	Charles Sargent	5333



Faculty:       Evelina Felicite-  
                  Maurice               2251  
                  John Walsh         5626

Each of the people mentioned have been designated to listen to your concerns. Your discussions with any of these resource people will be confidential and will not necessarily commit you to further action.

If you are a student, other resources on campus are : The Center for Counseling and Human Relations, Parton Health Center, the nurse at Bread Loaf, the College Chaplain, the Director of Health Education or Dean of Students. If you are an employee, you may also contact the Human Resources Department, your supervisor or your department chairperson.

If you are a participant in the Language Schools additional resources regarding harassment complaints include:

Arabic     - Liljana Bubonjic  
Chinese    - Carolyn Lee  
French      - Raphaelle Nicolas  
German     - Christa Cross  
Italian     - Ugo Skubikowski  
Japanese   - Nobuo Ogawa  
Russian    - Anatoly Vishevsky  
Spanish    - Roberto Veguez

If you wish to file a formal complaint regarding harassment, contact the Human Relations Officer, Karen Andrews at Ext. 5518.

Many forms of sexual harassment also violate Federal and State Laws. You may also contact the Civil Rights Division of the Attorney General's Office in Vermont at 828-3171 and you may contact the Regional Office of the U.S. Department of Education Office for Civil Rights in Boston, MA at (617) 223-9662 for advice and support. If you are an employee, an additional resource is the district Equal Employment Opportunity Commission office at (617) 565-3200. If you choose to contact one of these offices, your conversations will be confidential and will not commit you to further action unless you choose to file a complaint with one of these offices.

**NOTE:** At the Language Schools, many different cultures are represented, each with its own patterns of personal behavior. Cultural differences do not excuse inappropriate or offensive behavior; they do call for particular awareness of and sensitivity to other people's rights and dignity.

**You have a right to be treated with respect and dignity as an employee or student at Middlebury College.**

**NOTE:** For a full statement of College policy and options available within the College for resolving a complaint, see the College Handbook. Copies of the College Handbook are available at the Office of Health Education, Carr Hall or the Dean of Students' Office, Old Chapel.

Revised 4/93 4/94 Summer Sessions  
Yonna McShane Office of Health Education



## WITH A SCHEDULE LIKE THIS

Driving Time 70 minutes – Nonstop Service Between Santa Fe and  
Albuquerque Airport – Reservations required to Guarantee Seating

### SCHEDULE

#### SANTA FE TO ABQ

4:45 am  
6:45 am  
9:00 am  
☎ 10:00 am  
11:00 am  
1:00 pm  
3:20 pm  
☎ 4:40 pm  
6:00 pm  
8:40 pm

#### ABQ TO SANTA FE

6:40 am  
8:35 am  
☎ 10:50 am  
12:15 pm  
1:50 pm  
3:50 pm  
5:30 pm  
☎ 6:50 pm  
8:45 pm  
10:45 pm

☎ JULY 5 THRU OCT. 15 and DEC. 20 THRU JAN. 5 ONLY

## WHY DRIVE?

We've shuttled over 3 million people between Santa Fe hotels and the Albuquerque Airport. Our customers know that the guaranteed seating and convenience of **SHUTTLEJACK** make driving your car to the airport a waste of time and money, not to mention the wear and tear on your physical well being.

SANTA FE 505-982-4311 ALBUQUERQUE 505-243-3244  
TOLL FREE OUTSIDE NEW MEXICO 1-800-452-2665  
**SCHEDULE SUBJECT TO CHANGE**



## SERVING ALL

- QUAIL RUN • COLLEGE OF SANTA FE
- GLORIETA CONFERENCE CENTER
- FORT MARCY COMPOUND
- PLAZA RESOLANO • PONCE DE LEON & TAOS

**SPECIAL PICK UP AND DELIVERY  
REQUIRES CREDIT CARD GUARANTEE  
& ADVANCE RESERVATIONS**

## ALL HOTELS AND MOTELS

**ARE SERVED WITH  
ADVANCE CONFIRMED RESERVATIONS**

To determine your approximate pickup time  
please use the following pickup guide

HOTEL	PICK UP TIME	BOARD LOCATION
High Mesa & Cerrillos Road properties	30 min. prior to schedule	outside main entrance
Budget Inn	20 min. prior to schedule	Cerrillos Road curbside
Hotel Santa Fe	20 min. prior to schedule	outside main entrance
Inn of the Governors	20 min. prior to schedule	outside Alameda St. entrance
St. Francis Hotel	20 min. prior to schedule	outside main entrance
La Fonda Hotel	15 min. prior to schedule	at entrance to parking lot
Inn on the Anasazi	15 min. prior to schedule	outside main entrance
Hotel Plaza Real	15 min. prior to schedule	outside main entrance
La Posada	15 min. prior to schedule	streetside at main entrance on Palace Ave.
Inn on the Alameda	15 min. prior to schedule	outside main entrance
Desert Inn	departs from Inn at Loretto	outside main entrance
Inn at Loretto	SCHEDULED TIME	outside main entrance
Hilton	departs from Eldorado Hotel	outside main entrance
Eldorado	SCHEDULED TIME + 5 MIN.	outside main entrance
Santa Fe Motel	scheduled time plus 10 min.	Cerrillos Road curbside
Travelodge	scheduled time plus 10 min.	Cerrillos Road curbside

If for any reason you are not picked up within ten minutes of your scheduled time, please call our office IMMEDIATELY at 982-4311.



## RESERVATIONS AND INFORMATION

**TO BE PICKED UP** → Be at your pick up point 10 minutes prior to departure. See time table for the proper hotel or airport departure time. **SHUTTLEJACK** will not be liable for transportation of passengers who miss the bus of their own accord.

**SANTA FE DEPARTURES** → All hotels in Santa Fe are serviced by **SHUTTLEJACK** if advance reservations are made. Passengers WITHOUT reservations should board at the main entrance to the Inn at Loretto, Eldorado Hotel or High Mesa Inn. Ask your hotel bellman or call our office for more information.

**PICK UP AT THE AIRPORT** → Buses depart from the terminal in front of Southwest Airlines at the ground level. When you board the bus tell the driver at which hotel you would like to be dropped off. If you have a problem, call us from inside the terminal at 243-3244 or look for our representative wearing a Red Jacket in the terminal building.

**TICKET PURCHASES** → You may purchase your ticket from the driver. We accept cash or Travelers Checks. Correct change of \$20 will facilitate loading and departure.

**CREDIT CARD PURCHASES** → You may charge your ticket to VISA or MASTERCARD. **THIS MUST BE DONE IN ADVANCE WHEN YOU MAKE YOUR RESERVATION AND CAN NOT BE DONE AT THE TIME OF DEPARTURE.** Please call our office to arrange for pre-payment by credit card. If you choose pre-payment by credit card your signature will be required by the driver when you board the bus.

**BAGGAGE** → Two regular size bags and a carry on are allowed, for information on larger bags, pets, express packages, etc. call our office.

**DROP OFF AT THE AIRPORT** → The airport allows us only one stop at the terminal. It is centrally located with Sky Cap assistance available and in close proximity to all airlines counters.

**DROP OFF IN SANTA FE** → Service is available to almost every hotel main entrance in Santa Fe, with advance reservations.



## **CERRILLOS ROAD HOTEL & MOTEL PICK UP/**

**DROP OFF →** All Cerrillos Road hotels and motels will be served. Service for Cerrillos Road motels is limited to guests **only** of those particular motels. All Cerrillos Road properties require **ADVANCE RESERVATIONS** with a credit card guarantee or pre-payment for all pick-ups, excluding High Mesa Inn.

**NO SHOWS →** Your reservation and guaranteed seat will be automatically released 5 minutes prior to departure time. Your credit card will be billed if you do not cancel your reservation at least 3 hours prior to departure.

**BED AND BREAKFAST SERVICE →** Many of the Bed and Breakfasts in the Santa Fe area are served by **SHUTTLEJACK**.

**DOOR TO DOOR HOME SERVICE →** Available on a limited basis. We service many neighborhoods and on many occasions we can pick you up at your residence for an additional cost. Call our office for information.

**FIND A ROOM →** If you are coming to Santa Fe and do not have a room reservation, ask the driver to call the office for you and we will check with the **Lodgers Hotline**.

**RENT-A-CAR →** In Santa Fe we will help you rent a car from a major rent a car agency while in Santa Fe.

**SCENIC TOURS/OPERA → SHUTTLEJACK** also provides Scenic Tours, Nightly Opera Shuttle Service, Daily Ski Shuttles, Charter Buses and scheduled service to Glorieta, Los Alamos, Taos and Taos Ski Valley.

**DRIVERS GRATUITIES →** When you enjoy good service and extra effort our drivers provide, thank the driver. Gratuities are welcome but not mandatory. If for any reason the service is unsatisfactory, please call us immediately.

### **EMERGENCIES! PROBLEMS!**

If for any reason you are not picked up within **ten minutes** of your scheduled departure time please call our office immediately at **982-4311**. Have your reservation confirmation number handy. With this number **YOU ARE GUARANTEED SERVICE**.

**IN SANTA FE**

**505-982-4311**

**IN ALBUQUERQUE**

**505-243-3244**

**TOLL FREE OUTSIDE NEW MEXICO**

**1-800-452-2665**

**Our office hours are normally from 8:00 am – 5:00 pm daily.**

**☞ High Season hours are from 6 am – 10 pm**

**☞ July 5 – October 15 and December 20 – January 5**



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753

(802) 388-3711

June 1994

To Faculty, Staff, and Students at the Bread Loaf School of English:

We write to you concerning the Human Immunodeficiency Virus (HIV) which causes the Acquired Immunodeficiency Syndrome (AIDS). Recent statistics show a significant increase nationally in the number of AIDS cases reported in the past year. In addition, recent statistics from the Center for Disease Control indicate that over 361,000 Americans now have AIDS and that many more have been infected by the virus (HIV). Most of these people do not know they are carriers. The AIDS epidemic continues to be of concern nationally and, therefore, it must also concern each of us at Middlebury. Members of our community have received treatment for the virus which causes AIDS.

We believe it is important that you understand what resources are available on campus in the areas of education, diagnosis, treatment, and support. We also believe it is important that we inform you of the policy guidelines at Middlebury.

The American College Health Association (ACHA) provides a series of guidelines for college policy based on facts from the best recent medical data available. Middlebury College has used those guidelines and adapted them to our particular needs.

ACHA recommends that colleges not adopt blanket policies concerning individuals with AIDS or AIDS-related conditions. Rather, it suggests that certain guidelines be followed and that the college analyze and respond to each case individually. Middlebury College has established a committee of three people whose responsibility it is to do this. For the 1994 school year these individuals are:

- 1) Ruth K. Grant, M.D., College Physician
- 2) Gary Margolis, Ph.D., Director of Counseling and Human Relations
- 3) Kathleen Ready, MSN, Head Nurse

In order to provide essential medical support, appropriate health and hygiene counseling and related assistance, any member of the community who has tested positive for HIV or who has AIDS or an AIDS-related condition are strongly recommended to consult with either the College Health Center or their own physician. In addition, individuals who are HIV positive or who have AIDS, are asked to consult with one of the

individuals named above. Responses to such occurrences will be guided both by Middlebury's commitment to the protection of individual rights, including confidentiality, and by necessary consideration of the community public health interest.

If you think you may have been exposed to AIDS or have symptoms of AIDS, we strongly urge you to make contact with the college Health Center. Through the Health Center you will receive information, evaluation, counseling and support, and education regarding testing options. Confidentiality is maintained in accordance with laws governing the privacy of medical information.

It is important that we all be acquainted with the latest information concerning AIDS. We strongly urge each of you to read the enclosed handout which contains guidelines for handling blood and body fluids, and information on HIV, which everyone needs to know. Additional information pamphlets, such as AIDS...What Everyone Should Know and Make Sex Safer pamphlets, and free condoms are available to all members of the community at the Parton Health Center in the waiting room, and in the stairwell on the east end of Carr Hall and at Cornwall Infirmary. If you have any questions regarding AIDS or HIV, we encourage you to speak to a nurse at the Cornwall Infirmary. Or if you prefer to speak with a resource outside of the College, we encourage you to call the toll-free hotline at the Vermont Health Department (1-800-882-AIDS). This information is free and calls are confidential.

Remember studies and guidelines from the Center for Disease Control and the Public Health Service indicate that individuals with AIDS or AIDS-related conditions do not pose a health risk to others through casual contact. Available evidence indicates that AIDS is transmitted only by intimate sexual contact or by exposure to contaminated blood.

Sincerely,

*Yonna McShane*

Yonna McShane, MEd.  
Health Educator  
Counseling and Human Relations

*Ruth K. Grant*

Ruth K. Grant, M.D.  
Medical Center Director  
Parton Health Center

*Kathleen Ready*

Kathleen Ready, MSN  
Head Nurse  
Parton Health Center



## AIDS AND HIV - WHAT WE ALL NEED TO KNOW

AIDS and the HIV infection does not discriminate based on sex, sexual orientation, race, socio-economic class, etc. Many men and women who are HIV positive do not realize that they are carrying the virus because it is not unusual for individuals to remain symptom free for many years. However, people who have the HIV infection can transmit the virus to others even if they have no symptoms. HIV can be transmitted by semen, blood, blood products, and vaginal and cervical secretions. Theoretically, the virus is contained in other body fluids, however, whether or not it is present in sufficient amount to transmit the infection is unclear. You can reduce your risks of being infected by HIV if you:

1. Make well informed and safe choices about sexual activity. If you do not have vaginal, anal, or oral sexual intercourse, you will be providing yourself with excellent protection against the sexual transmission of HIV.
2. Always use safe sex practices if you are engaging in sexual activity involving intercourse and take precautions with every partner. Communicate assertively with your sexual partner and always use latex condoms when engaging in intercourse. Spermicides containing nonoxynal-9 may increase the protection provided by a condom. Latex squares or dental dams are rubber devices that may be used during oral intercourse. The level of protection this practice provides is not known, but it is logical to assume that this may reduce the risk of acquiring HIV if they are used properly and consistently.
3. Separate alcohol and drug use from sexual activity. Having sex when you are drunk or drugged, often results in not practicing safer sex. Alcohol and drugs impair cognitive function, making adequate decision making more difficult. They also make communicating more difficult.
4. Never share needles or engage in any other activity which may result in exposure to blood. (see the other side of this handout for more information on blood precautions).

Remember your behavior determines your risk for acquiring HIV. If you do not engage in risky behavior, you greatly reduce your risk of infection.

Remember studies and guidelines from the Center for Disease Control and the Public Health Service indicate that individuals with the HIV infection or AIDS do not pose a health risk to others through casual contact.

MIDDLEBURY COLLEGE HIV TASK FORCE  
GUIDELINES FOR HANDLING BLOOD AND BODY FLUIDS

"Guidelines for Handling Blood and Body Fluids" refers to the "Universal Precautions" measures one takes to prevent the transmission of bloodborne diseases such as hepatitis B and HIV. They are called universal because they are recommended whenever there is potential exposure to blood or body fluids of another individual whose infection status is most likely unknown.

Bloodborne diseases can be transmitted from an infected individual to another when there is sufficient contact between the infected individual's blood, semen, vaginal secretions, or blood-containing fluid and another's non-intact skin or mucous membranes. These diseases can also be transmitted through a puncture wound with a contaminated needle or sharp object. Middlebury College therefore recommends the following for the handling of blood and body fluids:

1. Barrier methods such as gloves are strongly recommended whenever someone is at risk for direct exposure to another individual's blood or body fluids. The Health Center will provide gloves to anyone who requests them, free of charge. Members of the custodial staff should wear latex gloves when cleaning bathrooms. The custodial staff should disinfect reusable gloves after contact with blood or body fluids.
2. Good handwashing is important after any potential contact with blood or body fluids, even if gloves are worn. If you get blood or body fluids on your skin, wash well with copious amounts of soap and water. If you come into direct contact with blood or body fluids, we recommend speaking with a nurse at the Health Center.
3. Procedures for the decontamination of environmental surfaces and objects soiled by blood or body fluids should be adopted and implemented. The Public Health Service recommends the cleaning of contaminated surfaces with a household bleach (Clorox) and freshly diluted 1:10 - 1:100 in water.

Students should contact the custodial staff at ext. 5243 to clean any blood spills, rather than attempting to clean it themselves. If it is after-hours or on the weekend, Campus Security should be contacted.

4. Extreme caution should be exercised in disposing of needles. Students and employees may obtain an infectious waste container from the Health Center, if needed.
5. Laboratory courses requiring exposure to blood such as finger pricks for blood typing or examination should use disposable equipment. No lancets or blood-letting devices should be reused or shared.
6. No student is required to obtain or process the blood of others.
7. Implements that may become contaminated with blood such as razors, toothbrushes, or tweezers should never be shared by individuals.



## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

May 9, 1994

Dear Student:

Attached you will find the information booklet "**Drugs, Alcohol, and You - Your Accountability and Responsibility at Middlebury College.**" On December 12th, 1989, former President George Bush signed into law the Drug-Free Schools and Communities Act Amendment (Public Law 101-226). This legislation requires American colleges and universities to distribute the information contained in the aforementioned booklet to all students, including students in programs abroad and off-campus programs.

It is important that students recognize drug and alcohol abuse as serious health issues. It is also important for those who need it to know where confidential, medical, and psychological help is available. If drugs and/or alcohol are a concern in your life, you are encouraged to contact the Director of your Bread Loaf program who will assist you in locating medical and/or psychological services for more information regarding treatment options.

I urge you to read the attached booklet in its entirety.

Sincerely,

A handwritten signature in cursive script that reads "James Maddox".

James Maddox  
Director

JM/elh



# Drugs, Alcohol and You

Your Accountability and Responsibility at Middlebury College

Office of Health Education  
Summer 1994

## MIDDLEBURY'S POSITION

Middlebury College is deeply concerned about illegal drug use and alcohol abuse in our society and in our community. The College regards illegal drug use and alcohol abuse as a problem which can affect the entire College community. It is important that you as a member of the Middlebury community to be aware of the College drug and alcohol policy as well as pertinent State and Federal laws. It is also important that all members of our community know where help is available for those who need it.

## DRUG LAWS

There are a number of State and Federal laws prohibiting the possession, use, sale, and distribution of illicit drugs such as marijuana, cocaine, L.S.D., crack, heroin, etc. Legal sanctions for conviction include: required community service, significant fines, and lengthy imprisonment. For example, in the State of Vermont, a first time offense for the possession of less than two ounces of marijuana carries a penalty of up to a \$500 fine and six months' imprisonment; the unlawful sale of less than one-half ounce of marijuana carries a penalty of up to a \$10,000 fine and two years of imprisonment. The unlawful possession of cocaine in the amount of less than 2.5 grams carries a penalty of up to a \$2,000 fine and one year imprisonment. The distribution of cocaine in an amount less than 2.5 grams can result in a penalty of \$75,000 fine and 3 years' imprisonment.\*

(\*See appendix for more information regarding State and Federal sanctions.)

It is important to note that because of new Federal regulations, if you are prosecuted and found guilty of a drug charge, your Federal Aid grants may be jeopardized. In addition, a felony conviction from a drug charge will prohibit entry into some professions.

## WHAT ABOUT ALCOHOL

Alcohol is a drug and for many in our community it is an illegal drug. It is illegal in the State of Vermont for people under the age of 21 years to possess or drink alcoholic beverages. It is also illegal to misrepresent one's age in order to obtain alcoholic beverages, and to supply or sell alcoholic beverages to someone under the age of 21 years. The following are pertinent Vermont laws pertaining to alcohol:

### DWI

- 23 VS 1201 (a) (1): A person shall not operate, attempt to operate, or be in actual physical control of any vehicle on a highway while there is .08 percent or more by weight of alcohol in his blood as shown by analysis of his breath or blood; or
- (2): under the influence of intoxicating liquor; or
- (3): under the influence of any other drug or the combined influence of alcohol and any other drug to a degree which renders him incapable of driving safely.
- PENALTY: 1st offense: 90 days loss of license; fined not less than \$200 nor more than \$750 or imprisoned not more than 2 years; or both

### PERSONS UNDER 18 YRS: ALCOHOL CONCENTRATION OF 0.02 or MORE

- 15 23 VSA 1216: A person under the age of 18 who operates, attempts to operate or is in actual physical control of a vehicle on a highway when the person's alcohol concentration is .02 or more commits a civil traffic violation subject to the jurisdiction of the traffic bureau.
- PENALTY: No fine or points are assessed for a violation of this section, rather the offender's license to operate is suspended until an alcohol and driving education program has been completed. A second offense requires alcohol screening and satisfactory completion of a therapy program. The person is also subject to recall of his provisional license for violation of this section

### FURNISHING ALCOHOL TO MINOR

- 7 VSA 658: A person who sells or furnishes a minor malt or vinous beverages or spirituous liquors shall be fined not less than \$200 nor more than \$1,000 or imprisoned not more than two years; or both.

### POSSESSION OF ALCOHOL BY MINOR/MINORS MISREPRESENTING AGE TO PROCURE OR POSSESS LIQUOR

- 7 VSA 657: A minor who falsely misrepresents his age for the purpose of procuring or who procures malt or vinous beverages or spirituous liquors from any licensee, state liquor agency, or other person or persons or who possesses malt vinous beverages or spirituous liquor for the purpose of consumption by himself or other minors, except in the regular performance of his duties as an employee of a licensee licensed to sell alcohol liquor, shall be fined not more than \$500 or imprisoned not more than 30 days; or both.

### ADULT IDENTIFICATION CARDS

- 7 VSA 669: Any person who misrepresents his age, or practices any deceit in the procurement of an adult identification card, or uses or exhibits for the purpose of obtaining alcoholic



beverages the identification card of another person or one which has been forged or altered; any person who loans or transfers his identification card to another for use in procurement of alcoholic beverages shall be guilty of a misdemeanor and shall be fined \$50, which fine shall not be suspended.

Issues of civil liability also arise if you serve alcoholic beverages to a minor or to a person who is apparently under the influence of an intoxicant. "You are liable" means "you are legally responsible". For example, if you supply alcoholic beverages to an underage person and then there is an accident, you may be held liable for damages. Where significant property destruction, serious injury, or death results, damages can amount to enormous monetary settlements.

### **MIDDLEBURY COLLEGE DRUG AND ALCOHOL POLICY**

Middlebury College opposes the illegal possession, distribution, and consumption of alcohol and the possession, manufacture, distribution and use of illegal drugs. The College also opposes the possession and use of prescription drugs by persons for purposes other than those prescribed by a licensed physician. Drugs other than those prescribed by a licensed physician for legitimate health purposes may not be used or stored on College property.

Students of Middlebury College, including the Bread Loaf School of English and the Language Schools, are subject to the College Drug and Alcohol Policy and rules and regulations while on College premises or College-related premises or when involved with off-campus college-sponsored events or off-campus events sponsored by registered college organizations. In assigning sanctions for violation of College policy, the circumstance surrounding the offense and the severity of the incident and any prior disciplinary history for the individuals involved will be taken into consideration.

The College campus, including the Bread Loaf campus, is subject to Local, State, and Federal laws concerning the possession, use, distribution and manufacture of drugs including alcohol. Students must be aware of and abide by these laws or face the possibility of legal prosecution. Middlebury College opposes the use of illegal drugs and does not provide students with a haven from the law. The College will not inhibit the legal prosecution of any member of the College community who violates Local, State, or Federal law. Law enforcement officers, when in possession of the proper documents, have a legal right to search any and all buildings on the campus without prior notice. The College also reserves the right to furnish the police with information regarding illegal activities.

### **DISCIPLINARY RESPONSE:**

At Middlebury College those students found selling, manufacturing, or in possession of drugs in amounts that indicate drug sales or distribution will face penalties ranging from suspension to expulsion from school. Students or organizations found illegally selling, manufacturing, or distributing alcohol will face disciplinary action up to and including possible expulsion. Those students using illegal drugs, or in possession of amounts which appear to constitute "personal use" will face penalties ranging from official warning to indefinite suspension. The illegal use of alcohol will result in penalties ranging from warning to indefinite suspension. Involvement with or dependency upon drugs or excessive or illegal use of alcohol will also be viewed by the College as a health concern as well as a disciplinary matter. In these cases a drug/alcohol assessment will be required at our Center for Counseling and Human Relations or with an off-campus specialist. In addition, in instances where a student's name occurs repeatedly in connection with a drug or alcohol problem, even though no concrete evidence or direct witness is involved, a Dean will contact the student and meet with him or her. In these instances:

- 1) students may be encouraged or required to undergo a drug/alcohol evaluation;
- 2) if applicable, a student's parents or guardian may be notified of concerns about a student's drug or alcohol problem. In disciplinary situations and the situations of concern mentioned above, a student may be required to withdraw from the College until successful resolution of the problem is documented to the satisfaction of the College.

### **HEALTH RISKS AND OTHER EFFECTS**

The non-medical use of drugs and the abuse of alcohol is clearly antithetical to physical and mental development. Research and clinical observation indicate that drug and alcohol abuse can lead to a lack of motivation, lowered academic performance, antisocial behavior, and serious chemical dependency. Such abuse can be life-threatening. Even early on in an abuse pattern a drug, including alcohol, can place a person at risk for committing acts he/she would normally never do. For example, in the United States alcohol is linked to 1/3 of all suicides and 1/2 of all homicides, and approximately 50% of all convicted criminals report that they were under the influence of alcohol when they committed the crime. In addition, an estimated 60% of child and spousal abuse and 41% of assaults are



drug-related. It is estimated that 75% of rapists and 55% of their victims were impaired due to drug-alcohol usage at the time of the rape.

Drug and alcohol consumption causes a number of marked changes in behavior and perception, which can place a person at increased risk for accident resulting in bodily harm.

In regard to alcohol consumption, even low dosages significantly impair the judgment and coordination required to drive a car safely or perform other tasks in a safe manner. For example, in the United States alcohol is linked to 1/2 of all automobile fatalities, 60% of motorcycle fatalities, 60% of all fatal falls and 70% of all drowning deaths. Moderate to high doses of alcohol causes marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other central nervous system depressants such as some seizure medication, antihistamines, sleeping pills, etc., much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol and other drugs can lead to chemical dependency. When dependency has occurred, sudden cessation of intake is likely to produce a variety of withdrawal symptoms including anxiety, irritability, insomnia, tremors, hallucinations, convulsion, etc. Student withdrawal from some drugs, including alcohol, can be life-threatening.

Drug and alcohol use has significant effects on the body. The long-term consumption of drugs and/or alcohol will lead to a general deterioration of health. The following are just some of the serious physical consequences: heart disease and failure; liver disease including hepatitis and cirrhosis; gastrointestinal disorders; cancer of the lungs, pancreas, esophagus, stomach and mouth; respiratory disorders including pneumonia and chronic bronchitis; malnutrition; high blood pressure; impotence; agitation and high anxiety; depression; perforation of the nasal septum; brain damage.

Drug and/or alcohol use impairs judgment, reasoning, and communication. When judgement is impaired, students can be placed in a situation which can increase the risk of date rape and also the risk of contracting sexually transmitted diseases including the HIV virus which causes AIDS. Drug and alcohol use can also impair the functioning of the immune system which increases a person's susceptibility to contracting the AIDS virus if exposed. Drug and/or alcohol use during pregnancy can cause severe birth defects including physical abnormalities, deafness, mental retardation, and malformed brains. In addition, many babies are born with addictions to substances their mothers use.

For more specific information regarding illicit and frequently abused prescription drugs, see the Appendix.

### **COLLEGE SERVICES: INFORMATION AND HELP**

Students who are concerned about their own or a friend's use of alcohol or drugs are encouraged to seek assistance through Middlebury's Counseling and Human Relations Services or the Parton Health Center, both located in Carr Hall. Bread Loaf students may also seek medical consultation through the Cornwall Infirmary on the Bread Loaf campus. Professional staff are available twenty-four hours a day to provide care and treatment for individuals related to the use of alcohol and drugs. Members of the Counseling and Human Relations Services and Parton Health Center provide supportive counseling in addition to psychological and medical evaluations on a confidential basis. They help students to identify and understand the signs and behaviors associated with substance abuse, including usage patterns, motivations and negative consequences. They can also provide useful information for evaluating and confronting a friend about the use of alcohol and drugs. Also available is referral information about community resources including private counselors, self-help groups, and comprehensive treatment facilities. Services provided by the Health Center, the Cornwall Infirmary and Counseling Services are confidential. Emergency medical treatment can be provided by the Health Center or Porter Medical Center.

The Director of Health Education provides educational materials for individuals and programs for the College community that address the many issues surrounding alcohol and drugs. The Office of Health Education is also located in Carr Hall.

Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, and Adult Children of Alcoholics groups meet regularly in Middlebury and welcome student participation. A listing of meeting times and locations is available through the Office of Health Education, Parton Health Center, Center for Counseling and Human Relations and the Cornwall Infirmary.

### **COMMUNITY RESPONSIBILITY**

Middlebury College believes that drug and alcohol problems affect our entire community and that each of us has a responsibility to help safeguard the community health by respecting College policy and intervening in situations of abuse. Any member of the College community having knowledge of the possession or use of illegal drugs by an individual on campus is urged to confront the person and encourage the individual who is using illegal drugs or abusing alcohol to seek counseling and/or medical assistance. All members of the community are asked to help protect the community health by informing appropriate College staff members of instances of drug dealing.

## APPENDIX

### Drugs:

The State of Vermont Statutes cover a wide range of drug offenses, including the possession, cultivation or manufacture, sale, delivery, and the sale or delivery of drugs on school grounds (elementary, secondary or vocational schools). Among other provisions the State laws create the following maximum sentences for first offenses:

<u>Drugs</u>	<u>Penalties</u>
Marijuana	
Possession - less than 2 oz.	\$500 fine and/or 6 months imprisonment
2 oz. or more	\$10,000 fine and/or 3 years imprisonment
1 lb. to 10 lbs.	\$100,000 fine and/or 5 years imprisonment
10 lbs. or more	\$500,000 fine and/or 15 years imprisonment
Sale -	
less than 1/2 oz.	\$10,000 fine and/or 2 years imprisonment
1/2 oz. to 1 lb.	\$100,000 fine and/or 5 years imprisonment
1 lb. or more	\$500,000 fine and/or 15 years imprisonment
Cocaine	
Possession - less than 2.5 grams	\$2,000 fine and/or 1 year imprisonment
2.5 grams to 1 oz.	\$100,000 fine and/or 5 years imprisonment
1 oz. to 1 lb.	\$250,000 fine and/or 10 years imprisonment
1 lb. or more	\$1,000,000 fine and/or 20 years imprisonment
Sale or delivery -	
less than 2.5 grams	\$75,000 fine and/or 3 years imprisonment
2.5 grams to 1 oz.	\$250,000 fine and/or 10 years imprisonment
1 oz. or more	\$1,000,000 fine and/or 20 years imprisonment
L.S.D.	
Possession - less than 400 micrograms	\$2,000 fine and/or 1 year imprisonment
400 micrograms to 4,000 micrograms	\$25,000 fine and/or 5 years imprisonment
4,000 micrograms to 40,000 micrograms	\$100,000 fine and/or 10 years imprisonment
40,000 micrograms or more	\$500,000 fine and/or 20 years imprisonment
Sale -	
less than 400 micrograms	\$25,000 fine and/or 3 years imprisonment
400 micrograms to 4,000 micrograms	\$100,000 fine and/or 10 years imprisonment
4,000 micrograms or more	\$500,000 fine and/or 20 years imprisonment
Heroin	
Possession - less than 200 milligrams	\$2,000 fine and/or 1 year imprisonment
200 milligrams to 1 gram	\$100,000 fine and/or 5 years imprisonment
1 gram to 2 grams	\$250,000 fine and/or 10 years imprisonment
2 grams or more	\$1,000,000 fine and/or 20 years imprisonment
Sale -	
less than 200 milligrams	\$100,000 fine and/or 5 years imprisonment
200 milligrams to 1 gram	\$250,000 fine and/or 10 years imprisonment
1 gram or more	\$1,000,000 fine and/or 20 years imprisonment



Appendix (Con't)

Depressants, Stimulants, and Narcotic Drugs (other than Heroin and Cocaine)

Possession - less than 100 times the recommended individual therapeutic dosage	\$2,000 fine and/or 1 year imprisonment
100 to 1,000 times the recommended individual therapeutic dosage	\$25,000 fine and/or 5 years imprisonment
1,000 to 10,000 times the recommended individual therapeutic dosage	\$100,000 fine and/or 10 years imprisonment
10,000 times or more the recommended individual therapeutic dosage	\$500,000 fine and/or 20 years imprisonment
Sale - less than 100 times the recommended individual therapeutic dosage	\$25,000 fine and/or 5 years imprisonment
100 to 1,000 times the recommended individual therapeutic dosage	\$100,000 fine and/or 10 years imprisonment
1,000 times or more the recommended individual therapeutic dosage	\$500,000 fine and/or 20 years imprisonment

Hallucinogens other than L.S.D.

Possession - less than 10 doses	\$2,000 fine and/or 1 year imprisonment
10 to 100 doses	\$25,000 fine and/or 10 years imprisonment
100 to 1,000 doses	\$100,000 fine and/or 10 years imprisonment
1,000 doses or more	\$500,000 fine and/or 15 years imprisonment
Sale - less than 10 doses	\$25,000 fine and/or 5 years imprisonment
10 to 100 doses	\$100,000 fine and/or 10 years imprisonment
100 or more doses	\$500,000 fine and/or 15 years imprisonment

All Drugs other than Marijuana  
Manufacture or cultivation

Maximum penalty \$1,000,000 fine  
and/or 20 years imprisonment

Second offenses, selling to minors, or selling on school property carry more severe sanctions.



# Controlled Substances - Uses & Effects

TOLERANCE  
DURATION (Hours)  
USUAL METHODS OF  
ADMINISTRATION

DRUGS/ CSA SCHEDULES	TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLE DURA USUAL ADMIN		POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME	
NARCOTICS										
Opium	II III V Dover's Powder, Paregoric Parepectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine	II III Morphine, MS-Contin, Roxanol, Roxanol-SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine	II III V Tylenol w/Codeine, Empirin w/Codeine Robitussin A-C, Fiorinal w/Codeine	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin	I Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Oral, injected, sniffed, smoked			
Hydromorphone	II Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)	II Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone	II Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics	I II III IV V Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin*	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS										
Chloral Hydrate	IV Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates	II III IV Amytal, Butisol, Fiorinal, Lotunate, Nembutal, Seconal, Tuinal, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
Benzodiazepines	IV Ativan, Dalmane, Diazepam, Librium, Xanax, Serax, Valium Tranxene, Verstran, Versed, Halcion, Paxipam, Restonil	Anxiolytic, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone	I Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide	III Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants	III IV Equanil, Milltown, Noludar, Placidyl, Valmid	Anxiolytic, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS										
Cocaine <sup>1</sup>	II Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II Biphentamine, Delcobese, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine	II Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate	II Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants	III IV Adipex, Cylert, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS										
LSD	I Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal syndrome not reported
Mescaline and Peyote	I Mexc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants	I 2,5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine	II PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues	I PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens	I Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS										
Marijuana	I Pot, Acapulco Gold, Grass, Healer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity, and decreased appetite occasionally reported
Tetrahydrocannabinol	I II THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish	I Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil	I Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			

<sup>1</sup>Designated a narcotic under the CSA. \*Not designated a narcotic under the CSA.

# Federal Trafficking Penalties

As of November 18, 1988

CSA		PENALTY		Quantity	DRUG	Quantity	PENALTY					
		2nd Offense	1st Offense				1st Offense	2nd Offense				
I  and  II	Not less than 10 years. Not more than life.  If death or serious injury, not less than life.  Fine of not more than \$4 million individual, \$10 million other than individual.	Not less than 5 years. Not more than 40 years.  If death or serious injury, not less than 20 years. Not more than life.  Fine of not more than \$2 million individual, \$5 million other than individual.	{ 10-99 gm or 100-999 gm mixture	METHAMPHETAMINE	{ 100 gm or more or 1 kg or more mixture	Not less than 10 years. Not more than life.  If death or serious injury, not less than 20 years. Not more than life.  Fine of not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years. Not more than life.  If death or serious injury, not less than life.  Fine of not more than \$8 million individual, \$20 million other than individual.					
			{ 100-999 gm mixture	HEROIN	{ 1 kg or more mixture							
			{ 500-4,999 gm mixture	COCAINE	{ 5 kg or more mixture							
			{ 5-49 gm mixture	COCAINE BASE	{ 50 gm or more mixture							
			{ 10-99 gm or 100-999 gm mixture	PCP	{ 100 gm or more or 1 kg or more mixture							
			{ 1-10 gm mixture	LSD	{ 10 gm or more mixture							
			{ 40-399 gm mixture	FENTANYL	{ 400 gm or more mixture							
			{ 10-99 gm mixture	FENTANYL ANALOGUE	{ 100 gm or more mixture							
			Drug		Quantity			First Offense		Second Offense		
	Others <sup>2</sup>	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.		Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.							
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.		Not more than 10 years. Fine not more than \$500,000 individual, \$2 million not individual.							
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.		Not more than 6 years. Fine not more than \$500,000 individual, \$2 million not individual.							
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.		Not more than 2 years. Fine not more than \$200,000 individual, \$500,000 not individual.							

<sup>1</sup>Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

<sup>2</sup>Does not include marijuana, hashish, or hash oil. (See separate chart.)

## Federal Trafficking Penalties - Marijuana

As of November 18, 1988

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	<b>Marijuana</b> Mixture containing detectable quantity*	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	<b>Marijuana</b> Mixture containing detectable quantity*	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	<b>Marijuana</b>	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	<b>Hashish</b>		
1 to 100 kg	<b>Hashish Oil</b>		
50-99 plants	<b>Marijuana</b>		
Less than 50 kg	<b>Marijuana</b>	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual
Less than 10 kg	<b>Hashish</b>		
Less than 1 kg	<b>Hashish Oil</b>		

\*Includes Hashish and Hashish Oil

(Marijuana is a Schedule I Controlled Substance)



## BREAD LOAF SCHOOL OF ENGLISH - 1994

### SALARY AND TAX INFORMATION

#### GENERAL:

Summer faculty and staff members are paid in two installments. The first payment is made about midway through the session, and the second at the end of the session.

Form W-4 (withholding exemptions) should be returned to the Bread Loaf office as soon as possible so that there will be no delay in processing your salary check.

#### OTHER INFORMATION:

##### TRAVEL ALLOWANCE

Travel allowance will be paid by check separate from your salary payments. Although travel allowance payments are not subject to withholding taxes, they are subject to income tax, and consequently the College is required to report these payments to the Internal Revenue Service on your W-2 statement. You can claim allowance deductions on your tax return to offset this income.

Travel allowance checks will not be ready upon arrival this year. You will be able to pick them up from Elaine the beginning of July. Before receiving your travel check, you must verify with Elaine and sign the Employment Eligibility Verification (Form I-9). Please be sure to bring identification (driver's license, Social Security card, birth certificate, U.S. Military Card, passport - any two will be fine.)

##### FEDERAL AND STATE WITHHOLDING TAXES

Salary payments are subject to Federal income and Social Security taxes. Those of you with two or more employers for 1994, who will have more than the maximum FICA tax withheld by law, will be able to recover the excess when filing your 1994 Federal Income Tax Return. The College is required to withhold Vermont Income Tax whether or not you are a year-round resident of Vermont. If you are a non-resident, you should file a Vermont Non-Resident Income Tax return to recover excessive state taxes withheld. Please contact the Vermont tax office at 802-828-2515 after December 1994 if you desire this form.



# Form W-4 (1994)

## Want More Money In Your Paycheck?

If you expect to be able to take the earned income credit for 1994, you can have part of it added to your take-home pay. For details, get Form W-5 from your employer.

**Purpose.** Complete Form W-4 so that your employer can withhold the correct amount of Federal income tax from your pay.

**Exemption From Withholding.** Read line 7 of the certificate below to see if you can claim exempt status. If exempt, complete line 7; but do not complete lines 5 and 6. No Federal income tax will be withheld from your pay. Your exemption is good for 1 year only. It expires February 15, 1995.

**Note:** You cannot claim exemption from withholding if (1) your income exceeds \$600 and includes unearned income (e.g., interest and dividends), and (2) another person can

claim you as a dependent on their tax return.

**Basic Instructions.** Employees who are not exempt should complete the Personal Allowances Worksheet. Additional worksheets are provided on page 2 for employees to adjust their withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply to your situation. The worksheets will help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances than this.

**Head of Household.** Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals.

**Nonwage Income.** If you have a large amount of nonwage income, such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES.

Otherwise, you may find that you owe additional tax at the end of the year.

**Two Earners/Two Jobs.** If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. This total should be divided among all jobs. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

**Check Your Withholding.** After your W-4 takes effect, you can use Pub. 919, Is My Withholding Correct for 1994?, to see how the dollar amount you are having withheld compares to your estimated total annual tax. We recommend you get Pub. 919 especially if you used the Two Earner/Two Job Worksheet and your earnings exceed \$150,000 (Single) or \$200,000 (Married). Call 1-800-829-3676 to order Pub. 919. Check your telephone directory for the IRS assistance number for further help.

## Personal Allowances Worksheet

A	Enter "1" for yourself if no one else can claim you as a dependent . . . . .	A	_____
B	Enter "1" if: <ul style="list-style-type: none"><li>• You are single and have only one job; or</li><li>• You are married, have only one job, and your spouse does not work; or</li><li>• Your wages from a second job or your spouse's wages (or the total of both) are \$1,000 or less.</li></ul>	B	_____
C	Enter "1" for your spouse. But, you may choose to enter -0- if you are married and have either a working spouse or more than one job (this may help you avoid having too little tax withheld) . . . . .	C	_____
D	Enter number of dependents (other than your spouse or yourself) whom you will claim on your tax return . . . . .	D	_____
E	Enter "1" if you will file as head of household on your tax return (see conditions under Head of Household above) . . . . .	E	_____
F	Enter "1" if you have at least \$1,500 of child or dependent care expenses for which you plan to claim a credit . . . . .	F	_____
G	Add lines A through F and enter total here. <b>Note:</b> This amount may be different from the number of exemptions you claim on your return	G	_____

For accuracy, do all worksheets that apply.

- If you plan to itemize or claim adjustments to income and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2.
- If you are single and have more than one job and your combined earnings from all jobs exceed \$30,000 OR if you are married and have a working spouse or more than one job, and the combined earnings from all jobs exceed \$50,000, see the Two-Earner/Two-Job Worksheet on page 2 if you want to avoid having too little tax withheld.
- If neither of the above situations applies, stop here and enter the number from line G on line 5 of Form W-4 below.

Cut here and give the certificate to your employer. Keep the top portion for your records.

Form <b>W-4</b> Department of the Treasury Internal Revenue Service		<b>Employee's Withholding Allowance Certificate</b>		OMB No. 1545-0010 <b>1994</b>
1 Type or print your first name and middle initial		Last name		2 Your social security number
Home address (number and street or rural route)		3 <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married, but withhold at higher Single rate. <b>Note:</b> If married, but legally separated, or spouse is a nonresident alien, check the Single box.		
City or town, state, and ZIP code		4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for more information . . . . . <input type="checkbox"/>		
5 Total number of allowances you are claiming (from line G above or from the worksheets on page 2 if they apply) . . . . .		5		
6 Additional amount, if any, you want withheld from each paycheck . . . . .		6		\$
7 I claim exemption from withholding for 1994 and I certify that I meet BOTH of the following conditions for exemption: • Last year I had a right to a refund of ALL Federal income tax withheld because I had NO tax liability; AND • This year I expect a refund of ALL Federal income tax withheld because I expect to have NO tax liability. If you meet both conditions, enter "EXEMPT" here . . . . .		7		
Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.				
Employee's signature		Date, 19		
8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS)		9 Office code (optional)	10 Employer identification number	

## Deductions and Adjustments Worksheet

**Note:** Use this worksheet only if you plan to itemize deductions or claim adjustments to income on your 1994 tax return.

1 Enter an estimate of your 1994 itemized deductions. These include: qualifying home mortgage interest, charitable contributions, state and local taxes (but not sales taxes), medical expenses in excess of 7.5% of your income, and miscellaneous deductions. (For 1994, you may have to reduce your itemized deductions if your income is over \$111,800 (\$55,900 if married filing separately). Get Pub. 919 for details.) 1 \$ \_\_\_\_\_

2 Enter:  $\left\{ \begin{array}{l} \$6,350 \text{ if married filing jointly or qualifying widow(er)} \\ \$5,600 \text{ if head of household} \\ \$3,800 \text{ if single} \\ \$3,175 \text{ if married filing separately} \end{array} \right\}$  2 \$ \_\_\_\_\_

3 Subtract line 2 from line 1. If line 2 is greater than line 1, enter -0- 3 \$ \_\_\_\_\_

4 Enter an estimate of your 1994 adjustments to income. These include alimony paid and deductible IRA contributions 4 \$ \_\_\_\_\_

5 Add lines 3 and 4 and enter the total 5 \$ \_\_\_\_\_

6 Enter an estimate of your 1994 nonwage income (such as dividends or interest) 6 \$ \_\_\_\_\_

7 Subtract line 6 from line 5. Enter the result, but not less than -0- 7 \$ \_\_\_\_\_

8 Divide the amount on line 7 by \$2,500 and enter the result here. Drop any fraction 8 \_\_\_\_\_

9 Enter the number from Personal Allowances Worksheet, line G, on page 1 9 \_\_\_\_\_

10 Add lines 8 and 9 and enter the total here. If you plan to use the Two-Earner/Two-Job Worksheet, also enter this total on line 1, below. Otherwise, stop here and enter this total on Form W-4, line 5, on page 1. 10 \_\_\_\_\_

## Two-Earner/Two-Job Worksheet

**Note:** Use this worksheet only if the instructions for line G on page 1 direct you here.

1 Enter the number from line G on page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet) 1 \_\_\_\_\_

2 Find the number in Table 1 below that applies to the LOWEST paying job and enter it here 2 \_\_\_\_\_

3 If line 1 is GREATER THAN OR EQUAL TO line 2, subtract line 2 from line 1. Enter the result here (if zero, enter -0-) and on Form W-4, line 5, on page 1. DO NOT use the rest of this worksheet 3 \_\_\_\_\_

**Note:** If line 1 is LESS THAN line 2, enter -0- on Form W-4, line 5, on page 1. Complete lines 4-9 to calculate the additional withholding amount necessary to avoid a year-end tax bill.

4 Enter the number from line 2 of this worksheet 4 \_\_\_\_\_

5 Enter the number from line 1 of this worksheet 5 \_\_\_\_\_

6 Subtract line 5 from line 4 6 \_\_\_\_\_

7 Find the amount in Table 2 below that applies to the HIGHEST paying job and enter it here 7 \$ \_\_\_\_\_

8 Multiply line 7 by line 6 and enter the result here. This is the additional annual withholding amount needed 8 \$ \_\_\_\_\_

9 Divide line 8 by the number of pay periods remaining in 1994. (For example, divide by 26 if you are paid every other week and you complete this form in December 1993.) Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck 9 \$ \_\_\_\_\_

Table 1: Two-Earner/Two-Job Worksheet

Married Filing Jointly				All Others	
If wages from LOWEST paying job are—	Enter on line 2 above	If wages from LOWEST paying job are—	Enter on line 2 above	If wages from LOWEST paying job are—	Enter on line 2 above
0 - \$3,000 . . . . .	0	39,001 - 50,000 . . . . .	9	0 - \$4,000 . . . . .	0
3,001 - 6,000 . . . . .	1	50,001 - 55,000 . . . . .	10	4,001 - 10,000 . . . . .	1
6,001 - 11,000 . . . . .	2	55,001 - 60,000 . . . . .	11	10,001 - 14,000 . . . . .	2
11,001 - 16,000 . . . . .	3	60,001 - 70,000 . . . . .	12	14,001 - 19,000 . . . . .	3
16,001 - 21,000 . . . . .	4	70,001 - 80,000 . . . . .	13	19,001 - 23,000 . . . . .	4
21,001 - 27,000 . . . . .	5	80,001 - 90,000 . . . . .	14	23,001 - 45,000 . . . . .	5
27,001 - 31,000 . . . . .	6	90,001 and over . . . . .	15	45,001 - 60,000 . . . . .	6
31,001 - 34,000 . . . . .	7			60,001 - 70,000 . . . . .	7
34,001 - 39,000 . . . . .	8			70,001 and over . . . . .	8

Table 2: Two-Earner/Two-Job Worksheet

Married Filing Jointly		All Others	
If wages from HIGHEST paying job are—	Enter on line 7 above	If wages from HIGHEST paying job are—	Enter on line 7 above
0 - \$ 50,000 . . . . .	\$370	0 - \$ 30,000 . . . . .	\$370
50,001 - 100,000 . . . . .	690	30,001 - 60,000 . . . . .	690
100,001 - 130,000 . . . . .	760	60,001 - 110,000 . . . . .	760
130,001 - 220,000 . . . . .	880	110,001 - 220,000 . . . . .	880
220,001 and over . . . . .	970	220,001 and over . . . . .	970

**Privacy Act and Paperwork Reduction Act Notice.**—We ask for the information on this form to carry out the Internal Revenue laws of the United States. The Internal Revenue Code requires this information under sections 3402(f)(2)(A) and 6109 and their regulations. Failure to provide a completed form will result in your being treated as a single person who claims no withholding allowances. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, and the District of Columbia for use in administering their tax laws.

The time needed to complete this form will vary depending on individual circumstances. The estimated average time is: **Recordkeeping** 46 min., **Learning about the law or the form** 10 min., **Preparing the form** 69 min. If you have comments concerning the accuracy of these time estimates or suggestions for making this form more simple, we would be happy to hear from you. You can write to both the **Internal Revenue Service**, Attention: Reports Clearance Officer, PC:FP, Washington, DC 20224; and the **Office of Management and Budget**, Paperwork Reduction Project (1545-0010), Washington, DC 20503. **DO NOT** send the tax form to either of these offices. Instead, give it to your employer.



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MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

June 21, 1994

TO: Faculty

FROM: Jim Maddox *Jim*

RE: Auditors

We have advised students that no auditors are permitted in writing courses, afternoon seminars and workshops. You are, of course, free to admit auditors to any of your courses; you should simply recognize that if you do so in courses in the above categories, you may possibly receive complaints from students we've already waved off.

Although students are encouraged to audit an additional literature course, auditing means simply attending class unless you invite participation. Some teachers find it best to open class discussions only to those students formally enrolled. Each year there are a few complaints about courses in which auditors dominate the discussion and create some morale problems. But you should consider the decision on auditor participation to be entirely your own.

JHM/elh





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

June 21, 1994

Dear Colleague:

This letter is addressed to all Bread Loaf faculty. A variant of this letter will be familiar to returning colleagues, but it would be nice if you would refresh your memory about our grading strategies anyway.

Your grading at Bread Loaf should in general reflect the grading you do at your home institution for students in a Master's program. In general, grades from A (or, in very exceptional cases, A+) to A- should indicate a distinguished performance. Grades from B+ to B- cover a fairly broad range, from quite good work (B+) to passing but undistinguished work (B-). C is a grade for work that does not merit a pass. F is for a total failure in the course, usually reflecting a failure to finish the work.

Final grades at Bread Loaf in recent years suggest that as a normal expectation, at least half of them will be A- or better. This high range of grades is not necessarily desirable, but it has become fairly common; I certainly have no policy against rigor in grading. First-year students do not always do as well as their more experienced Bread Loaf peers, but many surprise us in impressive ways.

More important than the grades on the transcript are the comments I ask you to write on each student at the time you submit your grades. These judgments become a part of the School's records and are helpful in determining whether to readmit a student and in the preparation of letters of recommendation, a massive number of which we write for the students every year. I attach a statement of School policy regarding these comments since they are included under the Family Education Rights and Privacy Acts of 1974.

Some kind of early paper could help spot trouble - a weak student, a miscalculation in the demands of the course, etc. Most members of the faculty in literature assign a six- to eight-page paper due about July 15; another about July 29. That observation carries nothing prescriptive about it.

We have in recent summers become plagued with late papers and excuses for extensions. It's definitely a good idea to announce your policy on due dates early on. Community casualness in regard to deadlines can create problems you don't need in August. On behalf of the students, I ask that any papers not ready by the end of classes be given to Elaine or Marilyn for mailing if the student has left before Commencement. All comment cards **must** be turned in prior to your departure.

Most students at Bread Loaf should achieve a grade of B without difficulty. Clearly the crucial grade is B-. If a weak first-year student has made good progress and you believe that he or she could become a Master's candidate at Bread Loaf, it is reasonable to give a grade of B-. If returning students have in your judgment been done a disservice by being reaccepted, please do not make the problem of termination more difficulty by awarding B's when the students

should not be encouraged to continue. Think of yourself and your next summer's colleagues-- and, needless to say, the student.

B- is a probationary grade. This grade is your recommendation that a student be readmitted the following summer on probation. If he or she then fails to achieve B or better in both courses, we will not readmit. A Bread Loaf faculty member can no longer in this age of academic litigation give a student a passing grade and then suggest in confidence that I not readmit her or him. You can, of course, recommend, but I have little choice but to readmit on probation. If the School faces the problem of the marginal student early in his or her Bread Loaf career, we (I, you, he and she) can be spared much anguish at Commencement time.

Enclosed is a list of first-year students. Please give them a particularly careful scrutiny for their sake and yours.

I will be glad to discuss with you problems of student workload, grading, and standards of the School.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jim", written in dark ink.

James H. Maddox  
Director

JHM/elh

BREAD LOAF SCHOOL OF ENGLISH, SANTA FE

August 1, 1994

TO: Bread Loaf Faculty Members

FROM: Jim Maddox, Director *Jim Maddox*

Enclosed are the Comment Cards, Grade Rosters, and notation of seniors in your course(s). Would you please verify immediately that every student listed is, in fact, taking your course and that there are no students listed of whom you are not aware?

**GRADES**

Please submit grades and comment cards as speedily as you can by August 11 to the office. If you have a student receiving a C, please submit a copy of papers to substantiate your grade.

Please, if at all possible, do not assign the grade of Incomplete; only in rare cases does the School ever use this grade. The grounds for assigning it must be personal or family emergencies. In any case, if you want to assign a final grade of Incomplete, please review the situation with Lucy. Before assigning such a grade, arrangements must be made in writing with the student for completing the work in the course in a timely fashion. Students with this grade should be instructed to forward complete work to the Bread Loaf office for transmittal to the instructor. If the work is not completed by the deadline established, a grade of F will be recorded.

**COMMENT CARDS**

Please provide an appraisal of each student on the Comment Card. This evaluation of the student's work will explain the significance of the grade and will be helpful in readmitting students or in denying readmission, in academic counseling and above all in preparation of letters of recommendation. (If students know that your evaluations of their work is available in the Bread Loaf office, they may not feel the need to request letters of recommendation from you during the winter. At least this is our hope.)

If you assign a student a grade of B- or lower, you should offer clear reasons for the grade. A B- will bring credit for the course, but is a signal that the student must improve in order to proceed toward the degree or, perhaps, should not be encouraged to continue on with the degree. A grade of C+ or lower signals that denial of readmission is called for. I hope that the Comment Cards will give me clear advice in such cases, and that the comments will be in keeping with the letter grade assigned. It is difficult to give proper guidance to students if faculty members recommend denial of readmission and yet award passing grades.

I also ask for your judgment as to whether the quality of the student's writing and ability to work independently make the student fully qualified to undertake an Independent Reading Project. A simple "yes," "no," or "doubtful" is an adequate signal. I also ask your opinion as to the advisability of the student's attending Oxford where a great deal of independent work is crucial to the program.

Comment cards are marked "Not Confidential" if the student has indicated that he or she reserves the right to review his or her record. Needless to say, you are free to follow your own policy in writing evaluations under these circumstances.





## MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753-6131

(802) 388-3711

*Bread Loaf School of English*

July 14, 1994

To: Bread Loaf Faculty

From: Jim Maddox *Jim*

Accompanying this memo you will find a message to Bread Loaf students concerning the Independent Reading Project. Each year a small number of students carry out these projects over the course of the academic year and then complete the work under the supervision of a Bread Loaf faculty member during the summer.

If a student approaches you this summer about the possibility of an Independent Project and you have the time to advise him or her, you should assist the student in assembling a bibliography and in writing a prospectus for a paper of some 30-35 pages in length. (A perhaps unnecessary word of advice: the greatest problem in the past has been the very general definitions of the topics.)

The project should grow out of the course in which you have taught the student, or out of a course that the student has already taken at Bread Loaf. A prerequisite for my approval of the project is the grade of A- or better in the relevant course.

The student will submit a draft of the completed project to the Bread Loaf office in April of next year. I will then ask an appropriate member of the 1995 faculty to read and comment on the draft. The student will then show up at one of the Bread Loaf campuses next June, revised draft in hand, and will take the paper through one last step of rethinking and revising, working during the summer with the professor who read the draft in April. The grade given the finished paper is the grade for the entire Independent Project.

It is essential that the April draft of the work pass through the Bread Loaf office; the student should not send the draft directly to the faculty member. The reason for this strict rule is the simple one of ensuring uniformity of procedure for all students.

Bread Loaf will pay an honorarium to faculty members who take on these projects.

If you have any questions about the Independent Projects, don't hesitate to track me down and ask.



## MIDDLEBURY COLLEGE

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(802) 388-3711

*Bread Loaf School of English*

July 14, 1994

To: Bread Loaf Students  
From: Jim Maddox *Jim Maddox*  
Subject: Independent Reading Projects

If you wish to undertake an Independent Reading Project over the next academic year 1994-95, please read the following guidelines carefully. You might also consult the current Bread Loaf bulletin, page 6.

The Independent Reading Project is not a guided reading program undertaken with a member of the Bread Loaf faculty as a literary correspondence course. The IRP involves a great deal of original scholarship on the student's part, with faculty supervision only at the beginning and the end of the project. The initial consultation about the IRP is therefore of very great importance.

The IRP should be considered an extension and intensification of work in a field that the student has already explored in a Bread Loaf course: the IRP is intended, therefore, to involve the kind of focused work and scholarship usually required for an M.A. thesis.

You should consult your instructor in the course from which your project takes its impetus in order to assure that the project is a responsible one and that you have received some guidance in shaping a thesis and selecting manageable primary texts and major secondary sources. If you have taken a course in a prior year and received an A- or higher from an instructor not now on the faculty, you should consult with a faculty member currently teaching in that area.

Before arranging an appointment with a faculty member, prepare a draft of your proposed subject and a list of the primary texts and secondary sources you intend to explore. Your instructor will assist you in focusing your subject or will suggest additional readings, but you should not expect him or her to devise the project for you.

When you and your instructor have reached agreement on the proposed topic, you should compose a two-page prospectus; ask the instructor to sign the prospectus, then turn it in to the Bread Loaf office. These arrangements **must** be completed by Friday, August 5. This procedure verifies that the faculty member has reviewed the topic and finds that it is one that could be managed in an essay of approximately 30-35 pages. It does not mean that the instructor will provide any further advice during the subsequent academic year or accepts any responsibility for reading it the following summer.

I will review your proposal in the fall after your grade in the course and your faculty's comments have been recorded. I will approve your project only if your grade is high enough (A- or better) to suggest that you can undertake the project on your own with every expectation of success.

You should **not** solicit further guidance from any faculty member after the Bread Loaf session. I will be happy to discuss any problems that arise as you begin writing, especially if your thesis changes direction or moves to a more precise focus after you have completed your reading.

You must submit by April 1, 1995, a draft of your project as well as a report on any changes in your reading list; send this draft to Elaine Hall at the Bread Loaf office. (Incidentally, since the entire process from this stage onward involves essentially the multiple revising of drafts, you would be best advised to locate a word-processor you can use if you don't already have one.) If the project appears to be developing satisfactorily, you will at that time be enrolled in the IRP for the coming summer session and charged for a third course (unless the IRP is to be considered as one of your two courses for the summer). The IRP has the same cost as a normal Bread Loaf course.

On registration day, you must submit a revised draft of your project to the Bread Loaf office. I will then forward a draft to the member of the 1995 faculty who will serve as your reader. If you do not submit a draft, your project will be automatically canceled and you will not be billed if you were taking the IRP as a third course. If you continue, you will work with your reader during the course of the summer to revise and refine the project and to incorporate the faculty member's suggestions into the work. This may involve some additional reading, but the major emphasis will be on the revision of what you have already written. Your final grade for the project will be determined by the faculty reader. As with all courses at Bread Loaf, your grade must be a B- or better to earn three credits.



BREAD LOAF SCHOOL OF ENGLISH  
Santa Fe

Dear Bread Loaf Student:

I'd be very grateful for your assessment of Bread Loaf, Santa Fe 1994: the program, the faculty, and life at St. John's. Please mention what went well and what did not; please give a frank assessment of the faculty and your courses. Thank you in advance for any comments you contribute: feel free to add any comments that don't fall into the two large categories below.

Sincerely,



James Maddox

1. Evaluation of faculty and courses:

2. What are your assessments of the non-academic aspects of this summer's experience (social, domestic, etc.)?

**SANTA FE STATISTICS**

## **1994 Bread Loaf School of English, Santa Fe**

### **New Students**

Leslie Banker  
Kemberly Brossman  
Sarah Cameron  
Janice Fitzgerald  
Geoffrey Gothard  
Alison Gray  
Timothy Groves  
Joseph Harvey  
Susan Hess  
James Hughes  
Jennifer Lighty  
Peter Mack  
Rebecca Mueller  
Marilyn Smith  
Alyssa Vitrano  
Daryl Walsh  
Melissa Walter  
Susanne Wegmann  
Judyth Willis



## **1994 Bread Loaf School of English, Santa Fe**

### **Work Aid Positions**

#### **Computer Assistants (3)**

Thomas Litecky  
Deanna Peters  
Judyth Willis

### **Named Scholarships**

The Reginald and Juanita Cook Scholarship: Louise Harkins

The Beth Cubeta Memorial Scholarship: Deanna Peters

The Laurence B. Holland Memorial Scholarship: Mark Lambert

The John M. Kirk, Jr. Memorial Scholarship: Nancy Gray

The William Sempreora Memorial Scholarship: Vivian Axiotis

Clemson Writing in the Schools Awards: Janice Fitzgerald, Alison Gray

## **1994 Bread Loaf School of English, Santa Fe**

### **Rural Teachers of English Fellows**

#### Second Year (2)

Anne Barton  
Carol Peeples

Orwigsburg, Pennsylvania  
Nanwelek, Alaska

#### Third Year (1)

Kathryn Raevuori

Keams Canyon, Arizona

#### Fourth Year (1)

Deanna Peters

Midland, South Dakota

### **DeWitt Wallace-Reader's Digest Fellows**

#### Second Year (10)

Ann Ellert  
Leslie Fortier  
Chad Graff  
Jane Harvey  
Carlotta Martza  
Susan Miera  
John Morse  
Patricia Parrish  
Sandra Porter  
Peggy Turner

Los Alamos, New Mexico  
Collins, Mississippi  
Kayenta, Arizona  
West Chesterfield, New Hampshire  
Santa Fe, New Mexico  
Santa Fe, New Mexico  
Brevig Mission, Alaska  
Hattiesburg, Mississippi  
Trapper Creek, Alaska  
Tupelo, Mississippi

### **Gates Fellows**

#### First Year (1)

Marilyn Smith

La Junta, Colorado

#### Fourth Year (1)

Sheila Griffith

Colorado Springs, Colorado

# 1994 Bread Loaf School of English

## General Statistics - New Mexico

Student Attendance by states:  
(according to applications)  
25 states; 3 foreign countries

Alaska	4	Candidates for M.A.	60
Arizona	2	Candidates for M.Litt.	2
California	7	Candidates for M.M.L.	0
Colorado	4	Undergraduates	2
Connecticut	1	Continuing Education	1
District of Columbia	2	Undesignated	0
Georgia	1	Auditor	0
Indiana	1		
Iowa	1	Off-campus students	23
Maine	2		
Maryland	1	Pre-1989 B.A. or B.S. degree	41
Massachusetts	2		
Michigan	1	Average of students	34
Mississippi	3	Median age of students	32
Missouri	1	Students Under 21	0
New Hampshire	2	Students 21-25	9
New Jersey	4	Students 26-30	20
New Mexico	9	Students 31-35	13
New York	5	Students 36-40	8
Ohio	2	Students 41-50	8
Pennsylvania	2	Students 51 & over	6
Rhode Island	2		
South Carolina	1	Private School Teachers	19
South Dakota	1	Public School Teachers	27
Texas	1	College & Jr. College Teachers	1
		Undergraduates	2
Costa Rica	1	Graduate Students	0
Sri Lanka	1	Ph.D. Students	0
Switzerland	1	Unemployed	3
		Other Occupations	13

\*\*\*

New Mexico Student Enrollment	65	Working for 9 credits	2
Men	17	Working for 6 credits	63
Women	48	Working for 3 credits	0
Former Students	46	Auditors	0
New Students	19		
Number of Courses	11		
Total Number of Faculty	7		
Faculty teaching one course	3		
Cancellations	30		
1994 M.A. Degrees, New Mexico	3		
1994 M.Litt. Degrees, New Mexico	0		
Financial Aid Students, New Mexico	34		



## 1994 Bread Loaf School of English, Santa Fe

### Faculty Load

<u>Faculty</u>	<u>Total</u>	<u>Breakdown</u>
Flint, Kate	30	16 + 14
Maddox, Lucy	18	18
Padilla, Genaro	16	9 + 7
Smith, Bruce	21	13 + 8
Smith, Valerie	16	7 + 9
Warnock, John	15	15
Warnock, Tilly	14	14

### Course Enrollments

31. The Brontes and George Eliot	Flint	16
38. The English Abroad	Flint	14
42. Contemporary Critical Issues in Shakespeare	Smith, B.	13
55. Post-poststructuralism	Smith, B.	8
137. Rereading Nineteenth-Century American Literature	Smith, V.	7
145. Twentieth-Century American Literatures	Padilla	9
157. Rewriting a Life: Teaching Revision as a Life Skill	Warnock, T.	14
170. Travel Writing	Warnock, J.	15
181. African American Women's Writing	Smith, V.	9
211. Native American Literature	Maddox	18
224. Chicano Narrative	Padilla	7

## **1994 Bread Loaf School of Englis, Santa Fe**

### **Undergraduates**

Geoffrey Gothard  
Krystal Pritchett

Princeton University  
St. John's College

### **Continuing Graduate Education Students**

Sarah Cameron  
Chad Graff  
Judyth Willis

### **Students Working for 9 Credits**

Edward Linton  
Julie MacArthur

### **Candidates for the Degree of Master of Arts**

Nancy Theresa Gray  
Edward Linton, OSB  
Julie Bobrycki MacArthur

## **Declined to Waive**

Santa Fe 1994

Lynn Cline  
Leslie Fortier  
Chad Graff  
Jane Harvey  
Carlotta Martza  
Susan Miera  
Carol Peeples  
Deanna Peters  
Peggy Turner



**SANTA FE COMMENCEMENT**

MIDDLEBURY COLLEGE



The Bread Loaf School of English

at

St. John's College, Santa Fe



*Fourth Summer*

Commencement Ceremony

THURSDAY, AUGUST 11, 1994  
4:00 P.M.

1994

Candidates for the Degree of Master of Arts

**NANCY THERESA GRAY**

**EDWARD LINTON, OSB**

**JULIE BOBRYCKI MacARTHUR**



**Welcome and Introductory Remarks**

**LUCY MADDOX**

*Professor of English, Georgetown University*

*On-site Director, Bread Loaf/Santa Fe*

**The Santa Fe Faculty**

Kate Flint

Lucy Maddox

Genaro Padilla

Bruce Smith

Valerie Smith

John Warnock

Tilly Warnock

**The Santa Fe Assistants**

Lawrence Abbott

Alfredo Celedon Lujan

**The Santa Fe Seniors**

Nancy Theresa Gray

Edward Linton, OSB

Julie Bobrycki MacArthur

**Conferring of the Degree of Master of Arts**

**Recessional**

**Music by the Bread Loaf Santa Fe Singers**

Lynn Cline

Nancy Gray

Lisa Durkee

**BREAD LOAF/SANTA FE NEWS (The Morsel of a Crumb)**

# La Miga

(a Crumb)



The Bread Loaf School of English, Middlebury College  
at St. John's College  
Santa Fé, New Mexico  
Wednesday, 29 de Junio, 1994

Volume IV, #1

Welcrumb to Bread Loaf/Santa Fe,  
summer of '94. In other words:  
*Bienvenidos y bienvenidas.*



**Don't Miss:** Tonight's opening  
reception in the Great hall at 7:00 p.m.  
Watch the sunset from the balcony after  
Lucy's opening remarks.

**Bread Loaf/Santa Fe News,** the  
daily Loafing newsletter, will be  
published twice weekly (Tuesdays and  
Thursdays, weather permitting). In it  
you will find info pertinent to the Bread  
Loaf community. We knead notices for  
BL/SF News the day before you want  
them announced.

**Loafing hours (Monday through  
Thursday):** The Bread Loaf office in  
Meem Dormitory is in debasement, room  
102. Hours are from 9:30 to 11:30 a.m.  
and 1:30 to 3:00 p.m.

**Loafing Hours, continued  
(Friday):** The office is in the old same  
place, but the hours are from 9:30 to  
11:30. That's a.m.

**Eat, Drink, and Be Mary: The  
dining hall hours are:**

Monday-Saturday:: Breakfast, 7:30 to  
9:00; Lunch, 12:00 to 1:30; Dinner, 5:15  
to 6:30

Sunday:: Brunch, 10:00 to 1:00; Dinner,  
5:15 to 6:30

**Field Trip Numero Uno, or,  
develop a Manana altitude, or,  
History repeats itself:**

Bread Loaf's  
fourth annual "cultural walk/cantina  
crawl" will take place during happy hour  
(are there any others?) this Friday, July  
1. The van Goghs from the driveway in  
front of the dormitories at 4:00 p.m. New  
Mexico time. Our first stop will be the  
Manana Bar on the corner of Don Gaspar  
and West Alameda . . . then the Hilton,  
the Eldorado, Evangelo's, the Ore  
House, Casa Sena, La Posada, the Bull  
Ring, and the Edge. Itinerary subject to  
whim; exact times of stops unknown . . .

**. . . Except for:** On Friday evening  
at 7:00 p.m. Bread Loaf's own Alfredo  
Lujan and Christine Hemp will be reading  
from their work at the Old Santa Fe Trail  
Bookstore and Coffeehouse. This will be  
the cultural part of the evening.

**Dance Yourself Silly, Cha Cha**

**Cha:** On Saturday night there will be the  
annual *margarita* party to be followed by  
the rockin' group Lumbre del Sol. The  
former begins around 7:00 p.m. in the  
multi-colored parlor; the latter around  
9:00 p.m. in the library courtyard by the



outdoor stage. Donations for the party will not be unaccepted in the office. Look for the proverbial hat.

**Field Trip Numero Two, or, You'll never walk alone:** Watch the sun go down and the city come up -- anyone interested in a hike to the top of the hill behind the dorms on Sunday night please meet at 7:00 p.m. in the courtyard. You'll like it if you hike it!

**Rumor With a View:** Faculty offices will also be downstairs in the aforementioned Meem Dormitory.

Admiral Lucy Says: "[Now hear this: Get those blue waiver forms and the medical forms in NOW... or else.]"

**Speaking of Lucy:** Please make an appointment in the office if you'd like to meet with Lucy Maddox. She would like to see ALL NEW STUDENTS in the first two weeks or the two first weeks, whichever is most convenient.

**Important Address Lizst, Franz:** Please review the address list on the wall outside the mail box room. Kindly enter any necessary corrections. If all the information is accurate, please check off your name, Anton.

**And Do Not Forget:** Bad Poetry (and singing and performing) night, Sunday, August 7. Please start miscreating now.

**Apply Yourself:** Applications for Vermont, Oxford, and Santa Fe for 1995 are available in the office, free of charge.

**Linen Exchange:** Linen can be exchanged anytime. However, if you prefer clean linen, watch this space for the particulars.

**Wegotem, Ugetem:** A few copies of the 1993 edition of the Bread Loaf designer T-shirts are available in the

office. Please see Yves or Ralph in the showroom.

**The First Picture Show:** Group, senior, and faculty photographs will be taken on Tuesday, July 12 at 11:45 a.m. in front of the Meem Library. Miss it, and you'll be out of the picture.

**Student readings of the Blue Parlor type:** We need an organizer for Sunday nights' sunset muses' amusing readings of the Blue Parlor type. If you'd be interested please turn yourself in to Alfredo.



**Hoops du Jour of the Alfredo type:** Resident spheroidmeister Alfredo ("Pat Riley") Lujan seeks like-minded roundball players for weekly (or more) sessions at Santa Fe Prep School (just a driving layup down the road). See Alfredo for more details.

**10SNE1:** Please help the racquetly-deprived! The other Bread Loaf assistant bearing no resemblance to Bjorn Borg seeks tennis partner(s) for games, sets, matches. See Larry for more details.

**And Finally:** Have a great summer!!

# La Miga

(a morsel of aCrumb)



The Bread Loaf School of English, Middlebury College  
at St. John's College  
Santa Fé, New Mexico  
Thursday, 30 de Junio, 1994

Volume IV, #2

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**Field Trip Numero Uno, or, develop a Manana altitude, or, History repeats itself:** Bread Loaf's fourth annual "cultural walk/cantina crawl" will take place during happy hour (are there any others?) this Friday, July 1. The van Goghs from the driveway in front of the dormitories at 4:00 p.m. New Mexico time. Our first stop will be the

Manana Bar on the corner of Don Gaspar and West Alameda . . . then the Hilton, the Eldorado, Evangelo's, the Ore House, Casa Sena, La Posada, the Bull Ring, and the Edge. Itinerary subject to whim; exact times of stops unknown . . .

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**Speaking Loosely:** The Director's office hours are: Monday & Wednesday, 1:00-2:30 p.m.; Tuesday & Thursday, 11:00-12:00 a.m.

**Important Address Lizst, Franz:** Please review the address list on the wall next to the mail box. Kindly enter any necessary corrections. If all the information is accurate, please check off your name, Anton.

**Where Is Said Mail Box?** The mail box is located in the multi-colored parlor, where you registered (above the pool hall). There are two people per box, listed on a sheet attached to the mail box door.

**The Mail is In When the Mail Is In:** The mail is in when the mail is in. Most days it will be distributed by 10:30 a.m. However, this depends on when the St. John's mailroom gets everything sorted.

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